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ABSTRACT

The manual is designed to provide a basis for inservice training for replication of components of the MECCA (Make Every Child Capable of Achieving) model, a project designed to develop and implement early identification procedures and prescriptive educational programs for children entering kindergarten with a variety of potential educational handicaps. Section I covers an overview of the project in Trumball (Connecticut), the parent participation component, the multidisciplinary team, a case study, and a program for kindergarten children with speech and language deficits. Section II, which makes up the bulk of the document, explains the task analysis team program and includes a task summary sheet and task analysis forms for tasks in the following areas: gross motor, fine motor, visual, auditory, conceptual, and social-emotional. (SBH)

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PROGRAMS DEVELOPED FOR EARLY INTERVENTION
IN POTENTIAL LEARNING PROBLEMS

A LEARNING ADVENTURE

by Julia Johnson Rothenberg

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PROJECT MECCA
Child Service Demonstration Center
Trumbull, Connecticut
A Title VI, G, P.L. 91-230 Project

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"... AND A CAST OF HUNDREDS"

There should be a way of listing all the people who have worked, helped, listened, suggested for a project. We are very fortunate to be surrounded by people who care so deeply about children: parents who have helped us so much; the learning disabilities teachers, psychologists, speech-hearing clinicians and social workers who accomplished the kindergarten registration and interviews; the secretaries who helped with a million details; and the teachers, specialists and administrators from Trumbull and other towns who have watched, reacted and helped shape all we do.

TABLE OF CONTENTS

	Page
Introduction	1
Project MECCA in Trumbull	3
Parent Participation	7
Multi-Disciplinary Program	13
Evaluation	41

SECTION TWO - TASK BOOK

Task Analysis Program	1
Activity Task Plans	123

INTRODUCTION

Connecticut's Child Service Demonstration Center, developed with a Title VI, G, P. L. 91-230 grant, was started in Trumbull in July, 1973. Project MECCA (Make Every Child Capable of Achieving) was cooperatively developed and written by the State of Connecticut's Consultant in Learning Disabilities, Trumbull's Director of Pupil Personnel Services and Trumbull's Chairman of Special Education. The Project was designed to develop and implement early identification procedures and prescriptive educational programs for children entering kindergarten with a variety of potential educational handicaps.

The components of the Project involve:

- Developing and refining screening and identification procedures.
- Comparing the Multi-Disciplinary approach and the Task Analysis approach to diagnosis and early intervention in specific learning disabilities.
- Developing effective means of parent involvement.
- Providing inservice training in Trumbull and other Connecticut LEAs.
- Working with advisory consultants from professional groups in the State.
- Disseminating Project results, research, methods and materials.
- Replicating successful components of the Project in other towns.
- Evaluating all aspects of the Project.

The purpose of this Manual is to provide a basis for inservice training for replication of components of the MECCA model. A Learning Adventure

is one of the products of the first two years of Project MECCA. The Manual encompasses the descriptions of the places and the programs, the activities and tasks, the facts and figures, all our tangible work. Of course, the intangible aspects of our work are the most valuable: the children who blossomed, the problems that never grew, the inner rewards for parents and ourselves, the pain and joy we have shared. We hope some of that comes through on these pages. We hope even more that our experiences will help others who care about teaching and learning.

PROJECT MECCA IN TRUMBULL

Trumbull is a middle-class, suburban community with a total population of 34,000 and a school population of 8,400; 90-95% of the children ride buses daily to and from school. Like many similar communities, Trumbull families are academically ambitious for their children. Parents are very active in most school affairs, from the budget to curriculum planning to working in classrooms. The parents are interested and involved in school programs, and they know that parents can and do affect school policies.

In the eight elementary schools, classrooms indicate balanced interest in both traditional teaching methods and semi-open classroom teaching. The schools are all lively and exciting, and demonstrably indicate the interest of this community in education. The elementary school student-teacher ratio is approximately 25-1. The programs described in this Manual have operated in two of the elementary schools, Tashua and Middlebrook, each of which has about 750 students in grades K-6. The Project and LEA administrators initially decided to focus on these two schools in order to intensify our training and evaluation efforts, even though this meant transporting all the children in the Project to two schools. Other factors in the selection of the schools were the large size of the schools and the agreement of the principals and kindergarten teachers to work with the Project. The students in each of the schools are relatively similar because of the basically middle-class character of the community. For the Project, the major distinction between the schools resulted from two different program approaches. In Middlebrook School, the Multi-Disciplinary (referral-testing-planning

and placement team prescription) program was quite familiar to the staff and early intervention was an extension of their existing program. In Tashua School, the Task Analysis approach was new and different, requiring explanation and discussion. Sometimes, especially when we were feeling our way in the beginning, we needed to explain more about the Task Analysis approach than we were really prepared to do. In both schools, we are thankful for the advice and questions of the staff and parents.

Trumbull's Pupil Personnel Service has sixty-one staff members and a wide variety of programs. Before Project MECCA began, Trumbull had been screening kindergarten children for eight years for language handicaps and severe difficulties. During those eight years, Pupil Services had become increasingly interested in exploring ways to identify exceptional children for the purpose of remediating specific difficulties before the school problems became more serious. Pupil Services personnel consulted with kindergarten and first grade teachers whenever possible, and teachers were concerned about seeing small problems become larger in some of their students. As a result of these concerns, a grant application was prepared. Trumbull received a Title VI, G, P. L. 91-230 grant for Project MECCA and established Connecticut's Child Service Demonstration Center. As with most new programs, we have all been concerned both with expanding fast enough to meet the felt need and with careful evaluation of our current approaches.

SCREENING

In the Spring of 1973 no modifications were made in the Trumbull screening and registration process. During the 1973-74 school year, MECCA staff met with Trumbull school personnel and a committee of MECCA parents to

develop the registration process for Spring, 1974.

Registration took place by appointment at five of the eight elementary schools over a two-week period. Letters were sent home explaining the appointment and registration process to families on the census having a child 4-5 years, and with all elementary school children to be distributed to parents of 4-5 year olds. Local newspapers and radio stations also announced the registration.

Registration Process
(Approximately 35 Minutes)

Child	Personnel	Parent
1. Goodenough Draw-A-Person Test and speech and language sample from discussion of picture.	1. Speech and Language clinician.	1. Fills out school information form in room with child.
2. Jansky Screening Index	2. Psychologist	2. Fills out health history form with school nurse.
3. Vision Test	3. P.T.A.	3. Accompanies child.

Parent and child then visit the kindergarten, if they wish.

4. Each child's registration was scored by a psychologist. A low score on any of the tests qualified the child for the MECCA program. The psychologist who scored the Goodenough Test determined the high risk category on the basis of long experience with primary-age children. On the Jansky Screening Index, children scoring in the lowest 10% of the population were considered high risk. This percentage corresponds with the percentage of children in Trumbull having considerable difficulty with reading in the second grade.

5. Social workers saw each family whose child qualified for MECCA to discuss the program and, if necessary, to arrange for the tests to be re-administered. Parents could request that the tests be given again, and the social worker at times requested a re-administration on the basis of observing the child. Parents of previous MECCA children volunteered to be available for consultation and discussion. Parents then decided if they wished to have their child participate in the program.

Again, during the 1974-75 school year, parents and MECCA staff further revised the screening procedure. The procedure was still too long for young children, and we were aware that one testing session at registration was not the optimum approach to programming for each child. Although the Spring screening procedure did identify all the children needing specific help, it also identified children who did not require programming and it missed those who did not register in the Spring. Children often change a great deal between one day of screening-registration in the Spring and a full year of kindergarten beginning in September. Therefore, in the Spring of 1975, the health history, Goodenough Test and language sample are assessed for purposes of Summer Headstart Program. The Jansky Screening Index will be administered in the Fall of 1975 along with initial diagnostic classroom activities. Hopefully, these procedures will bring the process closer to the purpose of programming for the needs of each child.

ORIENTATION WEEK

At the beginning of the second year of the Project in the Fall of 1974, all children in the MECCA program came to school one week early. They were introduced to their school, teacher, classroom and each other, and learned about basic school routines. The MECCA personnel began the process of observation-diagnosis-prescription through planned classroom activities and games with the children.

PARENT PARTICIPATION

This is a vital element in all aspects of the MECCA programs. The basis of our parent programs stems from the previous work of school social workers in the Trumbull School System, who are part of Pupil Personnel Services. The social workers are the key to the home-school liaison, beginning with the initial parent contact and continuing throughout the programs.

While the two programs differ somewhat in their work with parents, we now recognize the necessity of a school social worker in the Task Analysis program, largely because the Project Director assumed many of the social work functions, with the indispensable consultation of school social workers. The Task Analysis team worked directly with parents, but they often felt the need for another parent contact who would be less directly involved with classroom work with the children, and more aware of the dynamics of family life. The parent programs presented in this Section, therefore, are Multi-Disciplinary, but these programs and techniques strongly effected work with parents in both Multi-Disciplinary and Task Analysis approaches.

Communication between home and school, although an inherent part of the Multi-Disciplinary approach, has always been a vital factor in the early intervention plan. As the participation of parents have validated the emerging individual programs, we feel a basic responsibility to create a continuous working relationship between home and school to foster mutual understanding and acceptance of capabilities, needs and goals.

The registration process itself, a traumatic day for some and a memorable experience for all, provides initial touchpoints and reactions for parents and staff. This screening process provides and precedes the recommenda-

tions for each youngster's participation in the MECCA programs. Explaining the program, the registration testing, the results and their implications to parents, are difficult and crucial tasks assigned to the school social workers. We have to remember how threatening the suggestion of "potential learning difficulties" can be; to understand reluctance and to accept rebuff, as well as to hear gratitude and anxieties about recognized learning problems.

The school begins to create a program suited to the child's individual needs and abilities with the family's support and participation. Such a challenge calls for an understanding of each youngster within the framework of his family. Indeed, each child comes to kindergarten with a personality acquired during the first five years of life, and five years of learning experience. A developmental and social history helps the diagnostic team to utilize the experience of those early years and to guide the communication process with parents about the child's school learning.

The analysis of family dynamics is important in order to better understand the individual needs of children. Developmental data and birth and health histories may be indicators of organicity, an oft-noted ingredient in children with learning disabilities. The team becomes more and more aware of family constellations: ages of siblings, family members who help the child, concerns about other family members. We note parental conflict in areas such as discipline and child management, conflicts which tend to develop around children with special needs. Noteworthy, too, is the immediate impact of financial stress in depressed or inflationary times and too little family time, motivation or effort available for exposure and enrichment in educational areas. We watch the effect on the child and his family of illness and death,

adoptions and separations in the family, and much more. The social worker helps synthesize the pertinent observations of the school personnel. Social work data help to meld the material into a whole picture of each child, and aid in the formulation of a diagnostic plan which includes the questions and the feelings of the real focus in the child's life to date - his parents.

The programs developed throughout the kindergarten year have to fit into the environment and the value systems of the families involved. It is fruitless then, to force retention in kindergarten for a child whose family places greater emphasis on social acceptance and play than on academic readiness. Both school and family are frustrated if the school's program and the family's life are at odds. Thus, it is often necessary to interpret the program to parents in an ongoing manner, changing plans with the realization of more or less family acceptance of the goals involved.

We must also consider what the evaluation of a child means to parents, and attempt to deal with their anxieties, newly exposed feelings of guilt, responsibility and very human inadequacies. Just as we talk about the relative strengths and weaknesses of children, we must parallel our input with their parental models and be specific in our suggestions and support for success experience and positive self-esteem.

Parent approaches to the MECCA experience vary and often relate to prior school exposure of their own or of their older children. Some parents are never truly comfortable with the psychologist or social worker on the diagnostic team; rather they respond to the members of the teaching staff most involved with their youngster. The school social worker offers consultation to instructional specialists, enabling them to offer more expert assistance to

parents and children. In considering the implications inherent in creating a program for potential learning problems, the team tries to remember that what seems to the professional staff to be a logical process of individualization and programming for a youngster, is often baffling and frightening to the family. Defining this fallout, defusing the anger or fear, answering the myriad questions and understanding expectations, necessitate repeated contact with parents. Optimally, the contacts lead to parent observation in the classroom and continuous involvement in the planning process.

The initial parent meeting in a supportive classroom circle includes a general description of the program and its goals. Parents who attend have children who are at different stages in the evaluative process. Some are aware of recommendations and are familiar with the staff, while others are confused in regard to plans and roles. We attempt to set goals together, to become acquainted, and to respond to mutual problems and concerns. We talk briefly of differences in child development, of recognizing weaknesses and utilizing strengths. Some questions are about specific problems and parents who have wrestled with similar stresses offer advice. For instance, one child refused to wear his glasses; this brought comment and suggestion from several in the group. Most questions deal with individual evaluations and with what is to happen the following year. Even at this early stage, some parents express a sense of relief and appreciation for what the school has identified and can provide for their children.

One of our aims is to help the parents become involved with their children in the classroom. A voluntary aspect of the program is implemented through a guidance counsellor or social worker who invites each parent to observe the

child and then participate with the child in the kindergarten space. This seemingly simple concept of parent-child-staff involves careful planning and timing, preferably following the individual interpretation which enables the parent to see what has been described about the child.

The parent's first visit to the classroom is often both sensitive and exciting. Most youngsters behave differently when a parent is there; however, with the skillful reassurance of the counsellor, the experience is mutually beneficial and the parents and children are more comfortable in the kindergarten setting.

More parent meetings spin off from these individual working sessions. Again, sharing and communication signal growth and change. Difficult target areas in family life are expressed, discussed and eventually better understood.

We are aware of many constraints in the parent program. Time often seems to be our enemy. Our meetings work around and through parents' working schedules, limited father input, younger siblings who need care at home, reluctance to attend, and fear of risk and change. Parents are of different backgrounds, abilities, degrees of maturity and experience; all ingredients which make our work extremely complex. Yet there is always a basic challenge and promise which we all share: a kindergarten youngster whose school career has just begun, and to whom we promise an extra measure of understanding and support. Parent partnership remains a conscious and critical element of that promise.

CALENDAR OF PARENT ACTIVITIES

MARCH	APRIL	SEPTEMBER	OCTOBER
Read about Kindergarten Registration and MECCA in local newspapers.	Kindergarten Registration. Talk with social worker. Visit MECCA classes. Talk with each other, friends, MECCA parents.	Beginning of school. First prescriptions. Play and work at home.	First summary. New prescription. Information meeting. Halloween party at school. Home play-work.
NOVEMBER	**DECEMBER**	**NUARY**	**MARCH**
Conferences at school as needed or requested. Home play-work.	School parties. Parents help and observe.	Parents meeting. Summary and new prescription. Home play-work.	Planning meetings for special programs. Summary and new prescription. Home play-work.
APRIL	**MAY**	**JUNE**	**SUMMER**
Help with Kindergarten Registration. Talk with new parents. Home play-work.	Planning meetings. Summer suggestions and plans. Talk with new parents. Home play-work.	Wrap-up conferences. Final plans for next year. End of year parties.	Summer school. Camp. Have fun!

MULTI-DISCIPLINARY PROGRAM

We think the Multi-Disciplinary team in Middlebrook Elementary School is superb. The team consists of teachers, aides, the principal and administrative assistant, psychologist, social worker, nurse, learning disabilities teacher, speech and language clinician and a Pupil Services administrator. The two school secretaries should almost be considered as team members because of their constant support and help and their warm interest in the students. The setting for this team endeavor is, in many ways, ideal. The principal sets the tone, reflected everywhere in the school, with his active interest in individual students and their total learning environment. The school is alive with students' projects in classrooms and hallways, parents visiting and participating, teachers meeting and talking informally. In addition to the K-6 grades and the MECCA program, this school also houses preschool programs, classes for the educably retarded, and classes for the emotionally disturbed, all of which are integrated in the school program to some degree.

The intense interest in this school in individualized programs created a unique problem for the Multi-Disciplinary team implementing our new program in early intervention for potential learning problems. Although the team was committed to the priority of evaluating and prescribing for Project youngsters, the needs and crises of older children were constantly imposed on team members' schedules. The need for a program of early intervention was apparent from problems of older children whose learning difficulties had multiplied; the urgency of those problems made the organizing and establishing of early

intervention programs difficult. Most of the kindergarten children in the MECCA program were happily working in their new school environment. Their potential learning problems were not interfering in the noticeable ways in which older children were having difficulty. And too, the Multi-Disciplinary team earlier had become involved in other ways of expanding their roles, such as a program of class meetings which the psychologist and social worker initiated, and regular meetings with parent groups.

The Pupil Services Department decided that no changes would be made in the functioning of the Multi-Disciplinary team in the initial stages of the Project. By using the model they had developed as a base line, Pupil Services felt they could more clearly determine what changes should be made for implementing a program of early intervention.

THE MODEL

A child is referred for testing by a teacher, other school personnel, parents or other agency. All children in the MECCA program were considered as referrals because they had been identified by the kindergarten registration as having potential learning problems. The social worker contacts the child's family to gain permission for doing the evaluation. The social worker also makes an appointment with the family to discuss the child's developmental history and to gather information about the family environment which may be pertinent to the child's learning. The team psychologist then chooses the test battery which seems to be most appropriate for each child. (Tests characteristically used by all team members are listed at the end of this section.)

On the basis of the psychologist's testing, the psychologist determines which specialists should further evaluate each child's needs: learning disabili-

ties teacher, speech and hearing clinician, language development specialist. The school nurse evaluates the child's health history and the classroom teacher gathers observations about the child in the classroom. Specialists observe and evaluate the child in class and in resource rooms. When all evaluations are complete, the team (teacher, principal, psychologist, social worker, school nurse, specialists who saw the child, and a Pupil Services administrator) meets in a diagnostic conference. Team members discuss their evaluations and develop a classroom plan for the child and determine the necessity of placement in a Special Education program. A planning and placement team meeting is then arranged with the parents, where the team's evaluations and recommendations are discussed and a prescription and plan are decided upon. Any change in this prescription throughout the year is mutually decided upon by the team and the parents. Notes of all planning and placement team meetings are available in the child's file. In the Spring of each school year, all children are reviewed by the team and future plans and recommendations are again discussed with the parents.

An intensive program of early intervention has many facets as it develops: more individualization for all students, greater focus on basic pre-academic skills and materials in the classroom, more attention to the complex relationship between home and school, thoughtful reconsideration of the necessary factors for diagnoses and ongoing prescriptions, and constantly growing recognition of the team members' needs to work and share with each other. In order to demonstrate the program in action, we have written a study of our work with two children who are composites of the many children

in the program with specific disabilities. We have developed these studies to demonstrate typical difficulties and needs of children with learning disabilities, and how we worked together to meet their needs in the Multi-Disciplinary program.

STANDARDIZED & NON-STANDARDIZED TESTS USED BY MULTI-DISCIPLINARY TEAM

PSYCHOLOGIST

- Stanford-Binet Intelligence Scale
- Bender-Gestalt Test
- House-Tree-Person Drawings
- Thematic Apperception Test
- Peabody Picture Vocabulary Test
- Rorschach Test
- Sentence Completion Test
- Beery Development Test of Visual Motor Integration
- McCarthy Scales of Childrens' Abilities
- Illinois Test of Psycho-linguistic Abilities

LEARNING DISABILITIES TEACHER

Trumbull Evaluation and Survey of Perceptual Skills:

- General Attitude & Learning Behavior
- BODY AWARENESS: Location, Identification, Imitation, Function
- FINE MOTOR: Manipulation, Control, Recall, Rhythm
- AUDITORY: Discrimination, Figure-Ground, Retention, Sequence Manipulation, Integration
- INTEGRATION: Simultaneous Activity of two Modalities
- CONCEPTUAL: Classification, Generalization, Sequence, Time-Space-Size Concepts, Analogies
- SPATIAL ORIENTATION: Laterality, Directionality, Movement, Judgment
- GROSS MOTOR: Skills, Control, Balance, Rhythm
- TACTUAL: Kinesthetic, Focus
- VISUAL: Focus, Discrimination, Figure-Ground, Constancy, Reversals, Copying Patterns, Closure, Sequence, Recall, Tracking, Comprehension

SPEECH & HEARING CLINICIAN

- Audiometric Pure-Tone Sweep
- McCarthy Mean Sentence Length
- Foster & Stark Language Comprehension
- Hejna Articulation
- Wepman Auditory Discrimination
- Pure-Tone Threshold Audiometric

SCHOOL NURSE

- Near & Far Acuity Vision Test
- Audiometric Testing
- Physical Examination by Family Physician

A STUDY OF JOHNNY

I. Description

Johnny is an attractive, small five-year-old with dark, curly hair and sparkling brown eyes behind glasses. His glasses, a mature expression on his face, and his heavy-footed movements give him the look of a small, sprightly professor. Johnny is a verbal, social youngster of average intelligence. His charming sense of humor, spontaneous use of language, and thinking abilities make him an active and enjoyable member of the kindergarten.

From the very first day of school Johnny sought direction and supervision from his peers. He attached himself to one friend on whom he was socially and academically dependent. When confronted with a challenging activity, Johnny's frustration was noticeably expressed in physical tremor, negativism and all possible avoidance. His voice, hands and whole body shook uncontrollably as he undertook an activity, and he absolutely refused to do art activities. He rejected puzzles which would help his visual discrimination and spatial organization, even with help from an adult. During group rhythmic exercises, Johnny was aware of his difficulties and his slow, careful movements could not compensate for his ineptitude, so he deliberately placed himself at the periphery of the group. During playtime Johnny frequently stumbled and bumped into objects and peers. His fine motor skills such as coloring, manipulating tools and building blocks were similar to those of a youngster two years younger than he. At the age of five, in a warm, accepting kindergarten, Johnny's inadequacies already made him anxious and angry.

II. Johnny's Background

Johnny's difficulties have been apparent in physical ways from his earliest years, including hip-related foot problems requiring braces in infancy and special shoes currently. Difficulties in his near and far range vision require corrective lenses; Johnny's easy adjustment to wearing glasses probably reflects both his loving family and the relief he experiences in situations no longer frustrating to him. Johnny's parents describe a child well accepted in his family and neighborhood, while they also acknowledge that he stays away from activities which are hard for him, such as coloring, using scissors, buttoning and zipping.

In attempting to understand Johnny and to create a program best suited to his abilities and needs, it is imperative to consider him within the framework of his family. Indeed this youngster came to his school experience with an initial picture of himself which he acquired during his first five years of life. In a comfortable home environment Johnny used those qualities he had inherited in a particular way. Part of our challenge is to capitalize on his strengths and provide the techniques necessary to learn school tasks in difficult areas without dampening the spark Johnny brought to school from his family life.

Johnny's home is a verbal, academically-oriented, stimulating environment. The parents were aware of special school programs and what they entail, so the initial step of accepting the program for Johnny was outwardly less difficult than for many families. However, we must be aware of the implications to parents of placing a child in a program to intervene in potential learning problems. Johnny's parents' concerns about his possible difficulties allowed them to include Johnny in our program.

They allowed him to attend a school outside his home district, something very difficult for them in terms of what they felt it meant to neighbors and classmates. It was crucial, however, for these parents to begin to accept the problem areas which were specifically Johnny's, as well as the program developed for him.

Even though the family basically accepted the MECCA program, Johnny's parents experienced our interpretation of our program for him with painful difficulty; it seemed to mean that the responsibility for weaknesses was perhaps theirs; it exacerbated feelings of inadequacy, dissension, guilt and anger. Clearly we would need to talk with them and work with them throughout the year.

As Johnny progressed in terms of using the program, his parents felt less assaulted. In our talks with the parents, we also discussed Johnny's strength of personality, his sense of humor, verbal abilities and the noticeable increase in his happy participation and cooperation in class.

Although Johnny's parents were never truly comfortable with the social worker or psychologist on the team, they both were very responsive to Johnny's kindergarten teacher, his learning disabilities teacher and to other parents in the program. The psychologist and social worker consulted with Johnny's teachers before and after the teachers saw the parents, to facilitate communication between Johnny's parents and the school about his progress and problems. Indeed, as the year ended, Johnny's parents had little question that Johnny needed something definite and special in his school program. Thus, although questions and anxieties remain, real growth has been registered and recognized. Our further challenge will be to sustain and enhance this first year with Johnny and his parents.

At the beginning of the year, the social worker called Johnny's parents to discuss initial plans, including beginning a full diagnostic evaluation of Johnny's strengths and difficulties. The social worker made an appointment with the parents to gather information about Johnny's family background and developmental history. The psychologist tested Johnny in several periods of short duration. The learning disabilities teacher also evaluated Johnny in the classroom and in the resource room. The speech and hearing clinician observed Johnny and decided he did not require special help in this area, at the time, because of the developmental nature of Johnny's speech difficulties. She also noted Johnny's strengths. The classroom teacher and aide observed Johnny, worked with him on basic activities, and assessed his early classroom behavior.

During this evaluation period, team members consulted with each other to develop and maintain a classroom atmosphere for Johnny which enabled him to learn about school, new routines, and activities without undue stress. We were mindful of the fact that a child with learning difficulties could all too easily begin to dislike school before prescriptions were developed to help him.

When the evaluations and social work interviews were complete, our real work had just begun. A Planning and Placement Team Meeting was held with all people concerned with Johnny. We discussed all the evaluations and worked out the initial prescription:

1. Services in the elementary school where most special education instruction is available (services vary according to school).
2. Special education for perceptual handicaps in the visual motor area.

3. Intensive daily perceptual training:

   a. to go back to early levels of motor functioning

   b. to teach compensatory techniques

4. Learning disabilities teacher to develop a baseline of appropriate classroom activities.

5. Psychologist, social worker, and project director will discuss program with parents.

6. Parents will be encouraged to participate in learning disabilities parents group.

We knew that we would be in close communication about any child this age, ready to move into new areas as he became ready. Team members often consulted daily about materials and approaches needed; and especially to share our joys and disappointments about the growth of a child.

III. Compensatory and Remedial Program

The program for Johnny is based on using his strengths to help him succeed on each step of an activity while working on his difficulties. The learning disabilities teacher and classroom teacher determine the sequence Johnny must go through to succeed in a learning activity, and then modify the tools and techniques he employs to insure his success and to strengthen his areas of learning difficulty. These tools and techniques are the body of the program so we present many of those we have found most effective in the areas of kindergarten learning. The tools and techniques are useful for many children and are used both in the regular classroom and in the resource room for the learning disabled.

Techniques 1 through 3 are used whenever possible in all activities.

1. To enhance language and self-esteem: the child was made to feel comfortable and successful by giving him much support, praise and encouragement. He then felt free to contribute orally and use his verbal strengths.
2. To enhance language and self-esteem: the child is called on frequently to express himself verbally in order to point out his strengths to himself as well as his peers.
3. To evaluate self-esteem: the child is encouraged to socialize with his peers, particularly in areas of success, and his skills are developed to reduce his frustrations and anxiety. He is made director of activities whenever he can be "teacher."
4. To enhance motor skills with kinesthetic reinforcement: the teacher covers rough edges of a 12" x 12" piece of screen with masking tape. A paper is clipped on top of this screen on which the child traces a letter drawn by the teacher. Kinesthetic feedback is achieved by his tracing the raised "pebbly" pattern with his finger. Later, the child uses a primary crayon to draw his own pattern. The need for increased hand pressure in this activity produces even more kinesthetic feedback.
5. To focus, trace and cut: heavy magic marker lines are teacher-made, a "loud and clear" device to avoid an unrecognizable product.
6. To avoid stressful use of scissors: pre-cut patterns are offered for pasting and assembling.
7. To avoid visual distractions: visual stimuli of pictures and shapes are limited to only two presentations at one time.
8. To develop body movement, visual recognition of symbols, and sequencing skills: the teacher forms a grid on the floor (each square about 12"

square) from masking tape. In each square a picture of a shape, number or letter is placed. On the teacher's oral direction, the child jumps from shape to shape (or number or letter) in sequence.

9. To make tool handling less frustrating: large magic markers and thick paint brushes are offered.

10. To develop visual focus during water play: food coloring in water is used to accentuate the flow of liquid.

11. To improve eye-hand coordination: the teacher draws a simple picture on styrofoam plates from local super-markets. Holes about 3/4" apart are punched with a pencil along the outline of the picture. The child connects the holes by sewing with yarn (the tip of yarn is made into a point with scotch tape). Adjacent holes can be covered by the teacher so that no distracting alternative hole is exposed. Also, to eliminate fatigue, holes can be spaced 1-1/2" apart so the picture is simplified.

12. To aid tracing of geometric wooden shape (about 4" diameter and 1/2" thick): a large thread spool or dowel, as a grasping handle, is glued to center of shape.

13. To teach hand-grasp: a yarn ball is used rather than regular playing ball when rolling, tossing and catching because it is soft, pliable and easily clasped. The yarn ball is made as a knitted pom-pom, approximately 4" in diameter.

14. To encourage a child to focus on what he sees, to scan environment and locate objects, and to develop left-to-right orientation: in a darkened classroom, a flashlight is used to light up objects that the child identifies verbally. Light stimulus is always projected from left to right.

15. To enhance auditory-visual integration and language development: the teacher presents a master card with six pictures. With a group of six children, each child is given a small card of one picture matching one picture on the master card. Each child, in turn, describes his picture without naming the picture. Other children in the group identify which picture of the master card has been described.

16. To encourage imitating mechanisms: during all visual-motor activities, the child is encouraged to be near the teacher or a capable child.

17. To teach spatial orientation: the child puts together teacher-made two-part puzzles of progressive complexity such as the front and rear of automobiles, top and bottom of animals, sides of people and matching wallpaper designs. Later he works on puzzles of three to four pieces, cut on diagonals.

18. To develop muscular control, consistency of direction and length of strokes, exposure to letters and numbers, and appropriate grasp and control of crayon: teacher mounts cut-out oaktag letter on oaktag surface to form raised pattern over which newsprint paper is clipped. Using consistent direction, pressure and stroke, child rubs newsprint with a crayon and reveals a "magic letter". (Fresh leaves, holiday symbols, textured surfaces, may also be rubbed.)

19. To develop muscular control and finger-thumb manipulation as preparation for cutting skills: child uses clothespins to hang papers on a line for display, to gather papers, to identify answers, to pick up objects.

20. To dramatize symbols and to reinforce letters or numbers kinesthetically: a number or letter is written on oaktag with glue or paste. While it is still wet, undiluted, powdered Jello is sprinkled on the symbol. The

Jello brightens when adhering to the pattern. When dry, the child has another raised pattern to "finger-trace."

21. To gain familiarity with geometric forms, to manipulate unusual materials and encourage descriptive language: child creates structures of wood scraps glued together and later painted. He then dictates a description of the structure to the teacher.

22. To develop writing skills: child finger-writes in sand and/or shaving cream tinted with food coloring or placed in a solution of Ivory Flakes.

23. To develop the concept of left and right on the child's own body: the child wears a ring or bracelet of contruction paper decorated with a holiday sticker on his right (dominant) hand.

24. To promote body awareness: child completes large, wooden, people-puzzles (SRA Puzzle Family); follows directions of a Listening and Moving record (Educational Activities); plays "Do As I Say Not As I Do;" makes plaster prints of hands, feet, finger, toe, profile. The recipe for plaster is found on the Plaster of Paris box.

25. To develop body movement: child exercises on Spring-O-Lene (Creative Playthings); balance beam (2" x 4" x 8" beam); balance board (30" plywood square on 3" plywood square fulcrum); a 5" wide straight, circular or angular path marked by masking tape on floor for walking, jumping and hopping.

26. To develop body awareness: the child physically copies various positions of an oaktag model with moveable parts.

27. To develop fine motor skills: child plays Bingo on teacher-made laminated letter cards made of broken lines. While playing, instead of placing a disc on the letter called, the child traces that letter with a crayon on

his card. For simple lamination technique, use clear contact paper. (This technique creates "erasable card.")

28. To develop letter concepts without writing: teacher presents a letter stamp. The child presses this letter on a stamp pad and reproduces the letter on paper while naming it.
29. To develop concept of classification: a "Roll-A-Round" is made of an oaktag base with three strips of oaktag. Each strip is put through a slot and made into a circle by taping the ends. One picture of each category to be classified is on each strip, so that the child rotates the strips to match the categories.
30. To develop concept of association: child is offered self-correcting puzzles of two pieces made from 5" x 3" cards. On each piece is one element of a two-part association concept. These are color-coded on the back, so that colors match for self-correction.
31. To refine visual discrimination: use Workbook 101 of the Fitzhugh program to match patterns with variables of color, size and position in space.
32. To develop visual discrimination: the child is offered concrete materials, real objects and pictures of facial expressions to match.
33. To increase visual memory: the child reports what s/he saw on the way to school, what s/he saw on television the preceding day, what is missing on a shelf in the room, etc. This technique should be used regularly.
34. To enhance auditory memory: the child and his classmates are given a board game "How Many Can You Remember." Each child, in turn, decides how many items s/he can immediately recall after the teacher's oral

presentation. The child can move the number of spaces according to the number of items s/he could repeat accurately in sequence. If s/he fails to repeat all items presented, s/he does not move his marker on the board.

35. To develop auditory memory: the child reproduces by clapping a rhythmic pattern made by the teacher. Model for reproduction may be created on a piano, drum, xylophone, buzzer board, etc.
36. To develop fine motor coordination: the child works on manipulating various nuts, bolts, and locks on a wooden, teacher-made board.
37. To develop sequencing skills, eye-hand coordination, visual memory: the child threads painted spools. The pattern to be copied is made on oaktag by the teacher. One concept such as color or size is presented first. Later, an integration of concepts is offered.
38. To enhance body awareness and movement: the teacher projects an outline of a picture on a paper taped to a wall. (The projector may be overhead or filmstrip type.) The child traces the outline. The object of the activity is for the child to manipulate his body and hand movements so that his shadow does not cover the projected outline.
39. To promote manual dexterity: the child works with modeling dough to create and reproduce shapes. Materials for modeling dough: 1 cup cornstarch; 1/2 cup cold water; 2 cups table salt; 2/3 cup water; food coloring; working surface spread with wax paper; table knife; bowl of water for washing hands and dipping knife; paper towels; pencil; plain smooth-surface water glass to roll out dough; screen or wire rack for drying; plastic bag for extra dough. Stir together cornstarch and 1/2 cup cold water in bowl. Mix salt and 2/3 cup water in saucepan over low heat

until quite warm. Stir cornstarch-cold water mixture into salt mixture. When quite warm and the consistency of stiff dough, cool, remove from pan and knead like dough. Knead food coloring into dough as necessary. Store any unused dough in plastic bag at room temperature; it will keep indefinitely. Dry items on wire rack or screen for 24 to 36 hours, depending on size.

40. To develop concept formation: two identical pieces of oaktag are used; one piece for a puzzle, the other for a base. On one piece a picture is pasted which is then cut into a puzzle. The base oaktag is outlined by the teacher so that each puzzle piece fits into its own area. On the back of the puzzle piece is a problem to which the answer is put on the specific matching area of the base oaktag. The child uses this self-correcting device for matching colors, shapes, number concepts and upper and lower case letters.

41. To develop the concept of association: the teacher pastes three pictures on large oaktag. The child is given three individual pictures, each one relating to one picture of the model. He places the corresponding picture where it belongs. For example: golf balls with golf bag and clubs.

Slides may be borrowed from Project MECCA which illustrate teacher-made materials for these activities.

Finally, the team has a number of suggestions for continued work in first grade with Johnny. The goals and techniques might be applied to many children at many levels of classroom ability.

GOALS FOR READINESS PROGRAM

1. To identify and label visually all letters, both upper and lower case.

2. To auditorily discriminate initial consonant sounds.
3. To associate the letter sound with the letter symbol.
4. To auditorily discriminate vowel sounds.
5. To grasp and control academic tools appropriately.
6. To complete and reproduce visual printed patterns using concrete materials.
7. To cross midline fluidly.
8. To walk on balance beam while focusing on target.
9. To discriminate fine visual differences.

SUGGESTED TECHNIQUES FOR READINESS PROGRAM

1. Continued support, praise and encouragement, and frequent use of strength areas.
2. Consistency of routine in classroom.
3. Continued intensive work with learning disabilities teacher.
4. Frequent conferences between classroom teacher and learning disabilities teacher.
5. New learning and reinforcement of concepts directed to the child's strengths.
6. Kinesthetic-phonetic approach to reading readiness.
7. Encouragement of continued use of primary writing tools.
8. Limit of visual stimuli to three simple presentations, such as no more than two or three math problems on a paper.
9. Limited expectations and demands for written material.
10. Place model for copying on child's desk rather than on chalkboard.
11. Use of teacher-drawn magic marker's heavy lines as guides when cutting,

coloring, tracing.

12. Copy-patterns with pegs, parquetry blocks and beads. When consistent success is achieved, child should copy written patterns.
13. Body movement exercises such as "Angels in Snow."
14. Assemble simple puzzles of familiar objects.
15. For wrist movement: lacing, hammering nails, sharpening pencils, turning egg beater, watering plants, etc.
16. To promote left-to-right orientation, all activities possible should be color-cued - green (go) at left and red (stop) at right. Top of desk could be similarly marked.

A PROGRAM FOR KINDERGARTEN CHILDREN WITH SPEECH AND LANGUAGE DEFICITS

Language Development is a vital element in the kindergarten program. Children coming to school for the first time encounter the language and syntax of adults new to them; they learn to listen, respond verbally, and use language spontaneously in the classroom. These are often very new and difficult activities for the five year old. The speech and language clinician in the MECCA program has developed an intensive program for use both in the kindergarten classroom and in the resource room. As in the previous section, we will begin with a description of a child who needs this program.

Kathy is an attractive, quiet girl who was difficult to understand by her teachers and peers and, in fact, she spoke very seldom in the classroom. Early in the kindergarten year, the speech and language clinician did an extensive evaluation of Kathy and found the following:

- Kathy was able to follow one simple language unit orally and an expressive language sample revealed an unwillingness to communicate.
- 90% of her utterances were one word and a maximum output of three words was computed.
- Kathy's expressive language lacked pronouns, modifiers, prepositions and adverbs.
- receptive vocabulary was also lowered with a Peabody Mental Age of two years, five months.
- Kathy did not know simple body parts, clothing, shapes, colors and Boehm Concepts.
- speech was characterized by the omission of all sounds except the bilabials and vowel sounds.

Not surprisingly, Kathy withdrew from all verbal activities in the classroom. Her hearing was adequate binaurally and gross and fine motor

skills were age appropriate. In the classroom, Kathy used motor expression to have her needs satisfied; for example, she pointed to her shoes when she wanted them tied by the teacher.

Children in the speech and language program begin with a continuous reward system, with tokens given for each correct response. The tokens are plastic pieces which link together; when each child's chain of tokens reaches the floor from the child's hand, s/he receives a prize. The basic structure of each lesson is:

1. Auditory Reception: The instructor gives verbal directions and Kathy responds with a gross motor or fine motor action ("Pick up the tomato.").
2. Verbalization: Kathy uses the language she has responded to in the first part ("I eat tomatoes.").
3. Reading readiness activities are combined with an articulation lesson using the words and sounds from the first two parts.

The instructor writes a language sample in Kathy's notebook for her to practice at home with a parent or sibling. Kathy then does an art activity in her classroom which reinforces the lesson or the clinician brings a related classroom activity to the resource room.

A sample lesson would begin with the instructor asking Kathy to give the instructor a banana and an apple from the table in front of them (two critical language units). When Kathy does this, the instructor would say, "Good, now what do you want?" and Kathy says, "I want a chip." This same pattern is followed with similar two units for a <u>big apple</u>, <u>two oranges</u>, etc. Then the instructor holds up picture cards of individual fruits and vegetables

saying, "What do you eat?" Kathy replies, "Tomato," and the instructor tells her to say, "I eat a tomato." (emphasizing t-sound). Kathy responds, "I eat a tomato.", followed by instructor, "What do you want?"; "I want a chip." They follow the same procedure for all fruits and vegetables.

The instructor pre-records these sentences on the language master for Kathy to listen to, record herself and play back for her to hear the comparison and practice again.

The art activity is first done in the resource room with a small group of students, then in the classroom with the speech-language instructor and a group of students while the classroom teacher observes, and finally as a total class language lesson. After this repetition, Kathy will probably be successful in the class language lesson, an important success experience for her in using language. The speech and hearing instructor must be in constant communication with Kathy's teacher so that the curriculum is used in a similar way in all settings for Kathy.

To do the art activity, constructing a fruit bowl of paper cut-outs, the speech-language instructor holds all the materials firmly. S/he says, "What do you want to make?" and Kathy must say, in a full sentence, "I want to make an apple." This is followed by:

"I want the scissors."

"What do you want to do?"

"I want to cut."

"What do you need?"

"I need the tape."

The reinforcement in the lesson for Kathy is to get what she needs for the

activity. The teacher observes this activity so she can use this structure in the classroom.

The articulation lesson is started with the instructor writing the letter 't' on the blackboard. Kathy looks at the 't', closes her eyes and repeats 't' after the instructor. Then they both practice the tongue movement together without saying the sound, and then say the sound while looking in the mirror to see how the mouth and tongue move while saying 't'. Finally, Kathy traces over the 't' on the blackboard while saying the sound.

Once a week the instructor works in the classroom with a small group of students to provide peer modeling, or with Kathy in free play to encourage spontaneous language and full sentences. Language work with Kathy focuses initially on labeling and simple sentences to express needs ("I want a cookie."), and then moves to repeating and using sentences with modifiers ("The coat is red."), verbs ("The boy is running."), and prepositions ("The boy is running on the grass.").

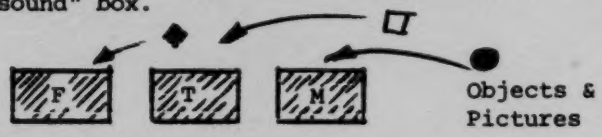
While Kathy progresses in expressive language, she also receives help in auditory reception and memory. Kathy progresses from following one unit of language ("Find the egg.") to four units ("Put the green egg under the table."). She listens to a simple, three-part story with her eyes closed, answers questions and retells the story. Kathy and the instructor role-play the story and eventually progress to five and seven-part stories. This process uses the expressive and receptive skills she is learning, eventually adding pronouns and possessives, classifying labels, learning new vocabulary and telling stories from pictures.

MATERIALS

1. Peabody Kit - Level 1.
2. MWM Language Kit - Educational Performance Associates.
3. Rhebus Kit (cards).
4. Language Master.
5. Matrix Board.
6. Reading Readiness Materials - Continental Press.
7. McGinnis Language Program.
8. Individual Listening Games - Acadia Press.

ADDITIONAL ACTIVITIES FOR THE KINDERGARTEN CLASSROOM

BEGINNING LETTER SOUNDS: Boxes with a beginning letter sound attached. Another box of pictures and objects to place in "sound" box.



There are many variations of the above activity.

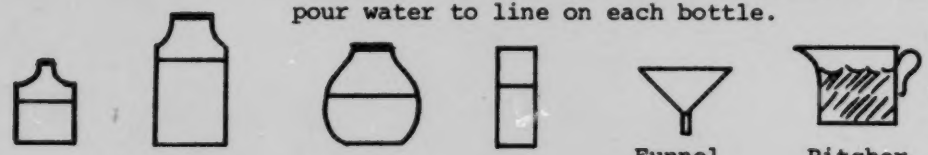
SOUND DISCRIMINATION: Ten soda bottles of same size and shape; spray paint.
Fill two bottles with:
- 1/2 cup water
- 1/2 cup rice
- 1 cup beans
- 5 jingle bells
- 1 cup sand or salt

For self-correcting, tape numbers on the bottom of each pair that match.

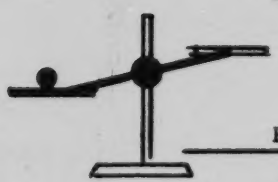
ESTIMATING ACTIVITIES:

1. Fill container with one cup of salt. Have a number of small cups available. Ask children how many cups it will fill. Children experiment with activity themselves.

2. Use four different size bottles. Paint a line around each. Use a funnel and pitcher. Children pour water to line on each bottle.



3. Use a balance scale. Number two different objects to be weighed. Child guesses which is heavier, then tries it.



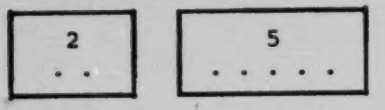
Balance Scale

2 rocks (lettered or numbered)

Children feel objects first, make a guess, then weigh objects.

FINE MOTOR ACTIVITIES:

1. Tracing, cutting and pasting activities.
2. Large cards laminated with number and dots. Use clothespins to attach to dots.



Index cards and paper clips can also be used.

3. Game - playtiles.
4. Barrel of Monkeys - large and small set.
5. Drop in a Bucket - use marbles and bucket.
6. Tinker Toys - (large size if children have great fine-motor difficulties).
7. Large building blocks.
8. Concrete stacking objects such as Cuisenaire rods, dominoes, chips.
9. Sewing - cut shapes for child to sew from fabric. Use yarn to stuff. Child has made a pillow.
10. Clay.
11. Screen sewing - use a screen in a frame; have needle and colored string. Child sews on screen.
12. Painting - tempera and/or water colors.
13. Chalkboard drawing.
14. Sorting activities - examples: balls and blocks; shells and nuts; circles and triangles; peas and beans (use tweezers).
15. Puzzles of varying size and complexity.

CLASSIFICATION GAMES:

1. Sort shapes.
2. Sort boxes.
3. Materials: metal, plastic, rubber, leather, glass.

EVALUATION:
Results Over Three Years

An independent research and evaluation consulting firm, Educational Research Associates of New Haven, assisted the Project Director in the evaluation of Project MECCA. This program has been evaluated extensively for three years in all its components. Briefly, this section summarizes the reading readiness growth of MECCA kindergarten children for three years.

Project MECCA has completed three years of funding under Title VI-G, P.L. 91-230. During the first two years of funding (1973-75), the MECCA Project conducted a feasibility study of the Task Analysis approach. The purpose of the study was to develop an effective model for early intervention that was also economically viable. Because of the need to service the total identified SLD kindergarten population within the original Child Service Demonstration Center (CSDC) in Trumbull, Connecticut, use of a control group was precluded. Therefore, a second intervention method - a Multi-Disciplinary approach - was studied. This second more traditional approach followed a model of referral, diagnostic battery, and planning and placement team prescription with SLD children receiving the services of appropriate pupil personnel members. This traditional approach for servicing SLD children, however, usually begins in later grades and not as an early intervention program. Because of the success of the Task Analysis approach during the first year, Task Analysis procedures were combined with the Multi-Disciplinary approach during the second year and project materials were developed and disseminated. In the third year (1975-76), the Task Analysis model was implemented in all kindergarten classrooms in Trumbull and replication centers were

established in Meriden, Connecticut and West Hartford, Connecticut. From 1973-76, in all three centers, approximately 2,000 kindergarteners were screened for potential educational handicaps and 150 identified potential SLD children were directly serviced by the MECCA program.

CSDC Task Analysis - Multi-Disciplinary Comparison (1973-74)

In the CSDC site, the total entering kindergarten population was screened through a systemwide pre-kindergarten screening program, and identified potential SLD kindergarteners were sent to two target schools. The potential SLD kindergarteners were placed with other kindergarteners in the classroom. Group assignment to the Task Analysis program or Multi-Disciplinary comparison program was dictated by transportational necessities. The effect of the transportation assignment on the experimental design is negligible because of the homogeneity of the community. There were fourteen children in four Task Analysis classes at one school, and seventeen children in four Multi-Disciplinary classes at the other school. Eight classes were taught by four teachers previously employed at the two schools. The Task Analysis children were serviced by a Project LD teacher-trainer, and the Multi-Disciplinary children by a system LD teacher and three other specialists.

The Task Analysis and Multi-Disciplinary groups were compared for reading readiness skills at the end of kindergarten. The Jansky Predictive Screening Index, an individually administered twenty minute test, was used to identify potential SLD children at the beginning of the kindergarten year and was then readministered as one measure of reading readiness in the Spring. The rationale

and validation study for this instrument are described in detail in Preventing Reading Failure (Jansky, Jeannette and de Hirsch, Katrina). New York. Harper & Row, 1972). It consists of five predicting tests: Letter Naming, Picture Naming, Gates Word Matching, Bender Motor Gestalt and Binet Sentence Memory. The Monroe Reading Aptitude Tests (developed by Marion Monroe) were the second measure of postkindergarten reading readiness. These tests are administered systemwide annually in the Spring. The Monroe provides a composite or total percentile score for five types of tests - visual, auditory, motor, articulation and language. Percentile scores have been converted to normal curve equivalent scores for statistical computations.

> The results show that the Task Analysis group scores significantly higher than the Multi-Disciplinary comparison group on both the Jansky ($p < .01$) and Monroe ($p < .05$) at the end of kindergarten.

Results of the analyses are presented in Table 1. Average scores for the Task Analysis and Multi-Disciplinary groups are given for three measures: Jansky pretest, Jansky posttest, and Monroe posttest. Results show that there were no significant differences ($p > .10$) between the two groups on the Jansky test results at the beginning of kindergarten. However, analyses of covariance with Jansky pretest, age and sex as covariates show that the Task Analysis group scores significantly higher than the Multi-Disciplinary group at the end of kindergarten on both the Jansky ($p < .01$) and Monroe ($p < .05$) posttests.

TABLE 1

COMPARING READING READINESS OF THE TASK ANALYSIS AND MULTI-DISCIPLINARY COMPARISON GROUPS BEFORE AND AFTER KINDERGARTEN (1973-74)

	Task Analysis			Multi-Disciplinary				
	Mean	SD	N	Mean	SD	N	F[a]	Significance Level
Jansky (Pretest Kg.)	34.2	7.8	14	35.4	8.2	17		
Jansky (Posttest Kg.)	64.6	9.1	14	58.0	11.5	17	9.06	.01
Monroe (Posttest Kg.)	64.4 (74%ile)	9.9	14	54.9 (59%ile)	9.9	17	4.50	.05

[a]The F-values were computed by analyses of covariance with Jansky pretest, age and sex (0,1) as covariates. This technique was selected because the groups were different in age ($p < .10$) with the Multi-Disciplinary group older than the MECCA group. There also were proportionately more boys in the Multi-Discipinary group ($p < .27$).

Task Analysis - Replication Comparison Group (1975-76)

In one of the replication sites, the kindergarten population in two target schools was screened for potential educational handicaps in the Fall of 1975 by school psychologists using the Jansky Screening Index. This screening identified thirty seven kindergarteners as children who were at risk of failing reading by the end of second grade. These thirty seven SLD kindergarteners remained in their respective classrooms with the other kindergarten children. The eight classes were taught by four kindergarten teachers previously employed at the two schools. Training and consultation was provided by two LD teachers also previously employed at the two schools. Project staff provided inservice to the system personnel on a regular basis.

A comparison group of kindergarten children was selected from the remaining nine schools (to be serviced in a subsequent project year) in a two-step sampling

procedure. Since it was not economically feasible to test the total kindergarten population, teacher judgment served as the initial screening criterion for identifying potential at-risk kindergarteners. Kindergarten teachers were asked to rate all students on a four-point scale according to their chances of success in reading. School psychologists randomly administered the Jansky to children rated "little chance of success" and "doubtful" by teachers until a target number of comparison children was determined for each school based on 1975 proportions of second grade children scoring one year or more below grade level in reading. Out of the initially tested group of approximately fifty, thirty three kindergarteners scored within the established "at-risk" range on the Jansky. Age, sex, pretest Jansky scores and pretest-to-posttest correlations were variables examined for comparability between the two groups. The comparison group remained in their respective classes and were taught by thirteen kindergarten teachers in nine schools.

The Task Analysis and Comparison groups were tested for reading readiness skills at the end of kindergarten. Test administration and scoring procedures were standardized with the same tester administering both the pretest and posttest. Significantly high correlations were found between the pretest Jansky and the posttest Jansky. These high correlations suggest that the test measured potential reading competencies with sufficient reliability. The Metropolitan Readiness Tests (MRT, 1965 Revision) were used as a second measure of reading readiness. These tests were selected because they are given annually in the Spring on a systemwide basis. The MRT consists of six tests: Word Meaning, Listening, Matching, Alphabet, Numbers and Copying.

The data indicated that the MECCA Task Analysis group scores significantly higher than the Comparison group on both the Jansky ($p < .01$) and Metropolitan tests ($p < .001$) at the end of kindergarten.

Results of the analyses are presented in Table 2. Average scores for the MECCA and Comparison groups are given for three measures: Jansky pretest, Jansky posttest, and Metropolitan posttest. Results show that there were no statistically significant differences ($p > .10$) between the two groups on the Jansky test results at the beginning of kindergarten. However, analyses of covariance with Jansky pretest, age and sex as covariates show that the MECCA group scores significantly higher than the Comparison group at the end of kindergarten on both the Jansky ($p < .01$) and Metropolitan ($p < .001$) posttests. Furthermore, by the end of kindergarten, two-thirds of the MECCA group (25 out of 37 children) were no longer considered "at-risk" on the Jansky as compared to only one-third of the Comparison group (11 out of 33 children).

TABLE 2

COMPARING READING READINESS OF THE MECCA AND COMPARISON GROUPS BEFORE AND AFTER KINDERGARTEN (1975-76)

	MECCA Task Analysis			Comparison				
	Mean	SD	N	Mean	SD	N	F[a]	Significance Level
Jansky (Pretest)	27.1	5.4	37	26.0	6.0	33		
Jansky (Posttest)	53.3	9.8	37	46.6	9.9	33	9.61	.01
Metropolitan (Posttest)	60.5 (63%ile)	7.8	37	52.2 (44%ile)	9.4	33	12.94	.001

[a]The F-values were computed by analyses of covariance with Jansky pretest, age and sex (0,1) as covariates. This technique was selected because the boy/girl ratio was significantly different ($p < .01$) between the two groups with a proportionately greater number of boys in the Comparison group. In addition, the average age of the Comparison group was lower ($p < .19$) than the average age of the Task Analysis group.

In all three centers during the three years of the program, an overwhelming majority of SLD kindergarteners (111 out of 150 or 74%) serviced by the MECCA model of early intervention have scored above the at-risk range on the Jansky by the end of kindergarten. Also, the CSDC site has implemented the MECCA model systemwide in all kindergarten classrooms; two replication sites have successfully implemented the model with plans to expand components to all elementary schools; parents and teachers have reported very positive responses on questionnaires regarding the program; components of the MECCA model have been utilized in 20 LEAs; and MECCA materials for training purposes have been used by an additional 12 LEAs. Approximately 6,000 kindergarten children are currently participating in various components of the MECCA program and using staff-developed instructional materials. Also, over 800 copies of both A Learning Adventure (1975) and the parent booklet presenting the MECCA curricula of early intervention, have been disseminated to all Title VI-G projects and the Connecticut school systems with the help and cooperation of the State Department of Education through the Special Education Resource Center (Title VI-B).

TASK ANALYSIS

INTRODUCTION

The Task Analysis team in Tashua School consists of the learning disabilities teacher, two kindergarten teachers, two aides and, in the second year of the program, a first grade teacher. At the beginning of the program, the team had much to learn: the learning disabilities teacher would learn about classroom teaching and curricula; the classroom teachers and aides would learn the vocabulary and strategies of special education; and together they would learn about Task Analysis. Most of all perhaps, they would learn to work together effectively.

During the first year the team felt somewhat isolated from the rest of the school; they were using a new approach and they needed to spend a great deal of time together. Among the rest of the school staff, there was mingled apprehension and curiosity about the Task Analysis approach and this team of people who were meeting together so often. As the year progressed, and in the second year, teachers and staff could see positive results and the MECCA team has been able to share more of their experiences and enthusiasm.

We believe that the success of the Task Analysis Program is based on the systematic bringing together of the special education and classroom teaching disciplines into a daily, profiled intervention for each child. The Task Analysis team uses a step by step approach to learning which requires consultation among classroom teachers and specialists in developing appropriate tasks. Task Analysis is the process of dividing or specifying the sequential skills in a learning activity; skills which are necessary to completing the activity. The purposes of Task Analysis are to teach sequentially and to ob-

serve individual students to determine where they are successful and where they need help. Task Analysis is the response to a series of questions crucial to learning:

1. What are the skills necessary to perform any given learning activity?
2. In what sequence must the skills necessarily be performed to be successful in the learning activity?
3. Can any of the skills be subdivided into further component skills?
4. At what skill level is each child successful?
5. How may we best help each child to move to the skill level necessary to be successful in the learning activity?

The process can best be introduced by considering a particular learning difficulty in one child, Cindy.

Cindy was having difficulty attending to her tasks until they were completed. Her attention had an "in and out" quality. Moreover, the "out" quality was usually accompanied by running around the classroom, punching her peers, and generally raising havoc. Consistent with our program of Task Analysis, we responded to Cindy's learning patterns rather than to her behavior (we did, however, also tell her not to punch people). Primarily, we worked from our notion that a child's negative behavior necessitates a change in the learning environment. We, therefore, began to observe the possible relationship between Cindy's disruptive behavior and her learning.

Cindy was observably resistant to working on letter and number recognition. She regularly dashed away from these activities. Through previous task sequences, we knew that Cindy easily accomplished visual tasks: visual discrimination for same and different, discrimination for interior and exterior

detail, assembling puzzles. We were also using the social-emotional tasks to help Cindy learn new behaviors. Cindy was rewarded at home and in school for increments in the task levels such as more direct verbal expression of feelings and less punching. Auditory tasks were more difficult for Cindy. We had backed up from the task of labeling beginning sounds to repeating tapped-out sequences on a drum and other instruments to help her clearly identify the first or beginning sound. Cindy was successful at this and her behavior improved on doing these tasks.

Looking at all these tasks, we thought a crucial element of Cindy's learning pattern was the need for a thorough grounding in concrete, sensory experience on each step of the sequences. Taking the clue from her visual abilities, we emphasized Cindy's developing her own visual and manipulative clues for learning the symbols of letters and numbers. She would also have to feel comfortable with numbers and letters before she could work with them on a more symbolic level such as putting them together to form new meanings.

Cindy and the teachers made her own workbooks. Through drawings, she made numbers into people and animals; she played with different sizes of numbers, little twos, big twos; eights became balls and nines with feathers became nine little Indians. And they became her own. As Cindy became more comfortable and successful, she put more energy and attention into the tasks at hand. Her classroom behavior noticeably improved, and so did her relationships with her classmates. Although at first Cindy's process of drawing and manipulating the symbols was somewhat time-consuming, she now needs less time on subsequent steps of the sequences of using letters and numbers. Her activity is now more channeled into making her work her own, imaginatively, while

accomplishing the academic tasks. The current step in this progression with Cindy is teaching her to read sight words through configuration. Cindy's attention to the way things appear helps her to see and remember the visual shape of words:

. Tasks in each of the areas were presented to the children in September, so we quickly began to see early areas of strength and difficulties. Cindy was relaxed and attentive while sorting piles of smiling or frowning faces or identifying one missing object out of three, but she ran away from the task of answering, "Can you hear 'motor' in motorcycle?"

The team used the process of Task Analysis on the activities in the established curriculum of two kindergartens. As the teachers and aides analyzed their general classroom activities into component skills with the help of the learning disabilities specialist, they all became aware of which skills were emphasized in their curriculum, and which were used and practiced less frequently. For example, the team found that listening-remembering skills at simple levels (such as identifying sounds) were practiced infrequently in the early part of the kindergarten year, even though these skills are of prime importance as the children begin to learn letter sounds. The process, then, is basically one of active observation and recording observations:

1. of developmental skill sequence.
2. of children's sequential learning.
3. of the curriculum.
4. of one's own teaching.

The material product of our work is the Task Book and the accompanying observation and review forms. A major value of the Task Book, as the team sees

it, is that they wrote the tasks. It is not complete in the sense of covering all areas - other sources do that (see Reference Section for some we found valuable). It is complete in the sense that it represents accurately what the team has done in these kindergartens. The Task Book is not a theoretical curriculum; it is the actual curriculum and it will change according to the observed needs of the children. The teachers know how to reflect those changing needs, by writing and doing new tasks. New tasks may be inserted into an already developed activity (example: another listening sequence in hearing and remembering directions) or a new activity may be developed to suit new tasks.

Although the team spent many hours of hard work developing the task sequences, the rewards have become more and more apparent. The team's own learning about skill development has been gratifying; learning more and more about individual children and teaching on that basis continually rewards the teachers, both through the children's progress and their own development of teaching skills. Teaching objectives for the children and the teachers become clearer and more realistic. Most important, the teacher and child are mutual participants in the continual adventure of learning.

We do not think that every teacher must write his own task book, but two aspects of the process are important for the teacher to understand and use. First, the teacher should be able to analyze what sequential skills must be performed in any activity in the curriculum. Once the teacher is able to do that, the task book can be used to supplement any curriculum. Second, the teacher should be able to write new tasks as they become necessary for individual children. The heart of the Task Analysis program for the teacher is learn-

ing to think sequentially and seeing that all children can perform successfully on some sequential level of the curriculum activity.

Two possible approaches to using the Task Book are to begin with a problem area observed in a child, or to begin sequencing a recent activity from the classroom.

Starting with the Child

1. Write down the child's difficulty as specifically as you can observe it.
2. Look at the Sections in the Task Book which seem most appropriate.
3. Think about whether you have been using any approaches similar to the tasks.
4. Try the tasks with the child to pinpoint his level of success and ....
5. Begin at that point.

Most teachers immediately find the rewards of observing children on these specific tasks and levels.

Starting with Task Analysis

1. Try breaking down an activity you have recently used into the component skills.
2. When you see what skill areas you have sequenced, look up those areas in the Task Book.
3. See if you find similar task sequences in the Book and use them to check yourself. Remember that your own sequence may be more appropriate for your purposes.
4. Use the material in the Task Book as a starting group of sequences for your curriculum and further sequences you develop.
5. Or use the Task Book for difficulties of individual children as described above.

General Suggestions

1. When you describe a child's difficulty, ask yourself what skill components possibly figure in the difficulty. What was he doing? When was he doing it? What other factors were present?

2. Observe as closely as you can, in small time and skill sections.

3. Try to sub-divide what you have observed and sequenced so you are not skipping learning steps which the child is unable to skip.

4. Think about and decide upon the sequence of your classroom activities before you decide upon strategies, techniques, motivations. If you are teaching below or above the student, motivating students is difficult, if not impossible, unless you use strong external factors (bribes or threats of punishment or failure).

THE TASK BOOK

The Task Book consists of tasks written by the learning disabilities specialist, three teachers, two aides and the Project Director. At the beginning of the Task Book, Child Summary Sheets of all tasks form both a Table of Contents for the task areas and the summary record for each child's progress. The tasks are then presented in order of their difficulty as we found the progression with our children. Some children may proceed in another order, and some teachers may prefer a different order. The tasks are organized into the areas of Gross Motor, Fine Motor, Visual, Auditory, Conceptual and Social-Emotional. The teacher plans activities in which the tasks are performed. The weekly Activity Task Plans are examples of how we have planned the task-activities. The task-activity takes only one time section of each kindergarten day. In fact, we decided to plan for four days a week in order to have a catch-up day.

While the children do the activity, the teacher observes carefully. Usually teachers rate the children on task levels after the activity so they can help in the activity at the time. If a child is working alone, rating can often be done at the time of any activity. The teacher uses the Task Sheet to mark an X beside the task level under each child's name as the child completes the level. When the child completes all levels of the task successfully, the teacher writes the date of completion at the bottom of the child's column. The beginning date of the task is at the top of the sheet, so one can see not only that the child has been successful, but also how long the process took. One can write notes on the child's column or the whole sheet. For example,

one might note: "Everyone successful on the first try - move on!"; or, "Alex completed the task, but was shaky on the last three steps - plan activity for him to practice these on his own."

The Task Sheets are a method of recording observations of specific tasks. Periodically, these observations are transferred to the Summary Sheets, perhaps monthly. The Summary Sheets form a developing road map of the child's learning patterns: where and how each child learns best, needs practice, needs help. The combination of all the childrens' summaries shows the teacher in which areas more activities should be planned and perhaps more tasks written. The Summary Sheets also form a detailed written record of the child's learning, for parents and future teachers. These records are not subjective. No child is bad, good or indifferent; the child either can or cannot do the task.

Most of the tasks are sequenced developmentally with each level more difficult than the preceding level. When the child is unable to complete a level successfully, the teacher moves back to the child's level of success and teaches him to approach the next step. The teaching strategies to help the child move to a new step are the exciting part of the teacher's planning; advice from a learning disabilities teacher, speech and language clinician, psychologist, reading teacher, principal, or others, is helpful.

Some of the tasks are not developmentally sequenced, but are tasks in which the levels must be accomplished one after the other to finish the last step. An example of these Time-Sequence tasks is the Zipping Task: if the child cannot zip after being taught, the teacher moves to another developmentally earlier task. If the child cannot grasp the end of the zipper, the child

probably needs a simpler grasping task rather than practice or teaching about putting the ends of the jacket together.

The Mid-Year and End-of-Year Profile Sheets are used as surveys of each child's progress and configuration of strengths and difficulties. The teacher outlines (with felt-tipped pen) the profile which the child is unable to do at the time of the survey. The profile then clearly indicates the pattern of the child's learning. The profiles consist of forty key tasks essential for mastery of this curriculum. They also form a check on teaching. For example, if most children are deficient in auditory-receptive areas, the class probably needs more sequenced activities in auditory reception. If three children are deficient in an area, small group activities would be planned.

The overlay for the profiles indicates the area or areas of probable disability for a child which then suggest remediation techniques. The model for this overlay is based on Helmer Myklebust's work (with Doris Johnson, in Learning Disabilities, Grune & Stratton, 1967).

All the Social-Emotional tasks are examined as key tasks as well, because they effect all the other areas of learning. The Key Task Profiles are used as relative measures of progress or concern, not as absolute criteria of retention or special placement or promotion. They are studied in the context of discussing and planning for the whole child.

The weekly Activity Task sheets for the year are included to indicate possible activities in which the tasks may be used. These are planned for a ten to twenty minute intervention each day for four days, allowing one day for catching up or individual work.

Commercial materials referred to in these pages are:

1. Perceptual Skills Curriculum
   Walker Educational Book Corporation

2. Peabody Language Development Kits
   American Guidance Service, Inc.

3. Distar Reading Program
   Science Research Associates, Inc.

4. Alpha Time Program
   Whitcomb Associates, Inc.

5. Developmental Learning Materials

TASK SUMMARY SHEET

CHILD _____ SCHOOL-TEACHER _____ GR-YR _____

I. GROSS MOTOR

A. BODY CONTROL

	START	COMPLETE
● 1. Body Awareness		
2. Position in Space		

B. BALANCE

	START	COMPLETE
1. Static Balance		
2. Dynamic Balance		
a) Walking Board		
● b) Jump, Hop		

C. MOTION

	START	COMPLETE
1. Toss & Catch		
2. Tumbling		
● 3. Rhythm: Motor Match		

II. FINE MOTOR

A. PREPARATION: EYE-HAND WORK

	START	COMPLETE
● 1. Grasping		
2. Cutting		
3. Sewing		
4. Shoe-Tying		
5. Zipping		
6. Buttoning		
7. Coloring		
8. Connecting Dots		
9. Tracing		

B. APPLICATION: VISUAL-MOTOR INTEGRATION

	START	COMPLETE
● 1. Copying Shapes		
● 2. Name Writing		
3. Printing 1-10		
● 4. Copy Writing		

III. VISUAL

A. VISUAL PERCEPTION

	START	COMPLETE
1. Occular Tracking		
2. Tracking Progression		
● 3. Discrimination for External/Internal Details		
4. Figure-Ground		
● 5. Synthesis		
● 6. Memory		

B. VISUAL-MOTOR INTEGRATION

	START	COMPLETE
● 1. Matching by Form		
● 2. Ordering by Size		
● 3. Art Progression to Pre-Schematic Stage		

C. APPLICATION

	START	COMPLETE
● 1. Matching Letters & Numbers:		
Orientation		
Order		

● KEY TASKS

TASK SUMMARY SHEET

CHILD _____ SCHOOL-TEACHER _____ GR-YR _____

IV. AUDITORY

A. AUDITORY RECEPTION TASKS

	START	COMPLETE
● 1. Identifies Environmental Sounds	_____	_____
● 2. Location of Sounds	_____	_____
● 3. Sound Matching	_____	_____
● 4. Rhyming	_____	_____
● 5. Sound Blending	_____	_____

B. AUDITORY MEMORY TASKS

● 1. Sound Patterns	_____	_____
2. Language Patterns	_____	_____
● 3. Language Rhymes	_____	_____
● 4. Rote 1-5-10	_____	_____
● 5. Coding	_____	_____

C. AUDITORY VERBAL EXPRESSION TASKS

● 1. Intelligibility	_____	_____
2. Motor-Match	_____	_____
3. Voice Matching	_____	_____

D. AUDITORY APPLICATION READING PREPARATION

	START	COMPLETE
● 1. Directions	_____	_____
● 2. Letter-Sound Association	_____	_____
3. Beginning Sounds:		
a) Instrumental	_____	_____
b) Language	_____	_____
4. Reading by Sound Blending	_____	_____
● 5. Sequential Recall of Story	_____	_____

E. AUDITORY APPLICATION-LANGUAGE

● 1. Rote abc's	_____	_____
● 2. Relating an Experience	_____	_____
● 3. Story from a Picture	_____	_____

● KEY TASKS

TASK SUMMARY SHEET

CHILD _____ SCHOOL-TEACHER _____ GR-YR _____

V. CONCEPTUAL

A. PREPARATION-AWARENESS TASKS

	START	COMPLETE
1. Tactile Awareness		
2. Position in Space*		
3. Visual Discrimination for Detail & Color***		
4. Visual Figure-Ground***		
5. Visual Synthesis***		

B. MEMORY TASKS

1. Visual Memory***		
Auditory Memory		
2. Rote Recall 1-5-10****		

C. RESPONDING TASKS

1. Same & Different		
2. Matching***		
3. Ordering by Size***		
4. Ordering by Number Value		
● 5. Classifying		
6. Writing Numbers 1-5-10**		
● 7. Color Naming		

D. IDENTIFICATION & APPLICATION TASKS

	START	COMPLETE
1. Basic Shapes		
2. Spatial Concepts:		
a) Top/Bottom		
● b) Left/Right		
3. Quantity:		
a) More Than		
b) Greater Than		
4. Measurement		
● 5. Sequence		
6. Number Association 1-5-10		
● 7. Forming Sets		
8. Combining Sets (+)		
9. Separating Sets (-)		
10. Dividing Sets (÷)		

* Gross Motor Section
** Fine Motor Section
*** Visual Section
**** Auditory Section

● KEY TASKS

TASK SUMMARY SHEET

CHILD _____ SCHOOL-TEACHER _____ GR-YR _____

VI. SOCIAL-EMOTIONAL

	START	COMPLETE
● 1. Independence:		
a) Separation	_____	_____
b) New Situations	_____	_____
c) Request for Help	_____	_____
d) Initiation of Activity	_____	_____
e) Focus on Activity	_____	_____
f) Identification with Others	_____	_____
g) Interaction	_____	_____
h) Play	_____	_____
● 2. Attending	_____	_____
● 3. Self-Awareness:		
a) Identification	_____	_____
b) Expression of Feelings	_____	_____
● 4. Self-Evaluation	_____	_____
● 5. Task Evaluation	_____	_____

● KEY TASKS

TASK AREAS REQUIRING ADDITIONAL WORK FOR _____ CHILD

SCHOOL _____ TEACHER _____ GR-YR _____

I. GROSS MOTOR

_____

_____

_____

II. FINE MOTOR

_____

_____

_____

III. VISUAL

_____

_____

_____

IV. AUDITORY

_____

_____

_____

V. CONCEPTUAL

_____

_____

_____

VI. SOCIAL-EMOTIONAL

_____

_____

_____

GROSS MOTOR SECTION

The Gross Motor Section begins with several body awareness tasks. Body movement and awareness of where one is in space leads quite naturally into directed gross motor tasks. Body awareness could also be included in the Conceptual Section since this is one of the earliest pre-concepts a child forms. When one is able to make specific judgments in relation to oneself, then one can begin to make these judgments about other objects in space. Most of our children did not have outstanding gross motor problems, so that we did not feel the need to program specifically in this area for all our children. Some children had coordination problems and we felt they would gain in confidence as they became leaders in an area in which they were most often followers. Usually we worked out activities for them to master at home; this worked well. Those of our children who have severe gross motor problems are being seen and programmed for by special agencies such as the Easter Seal Rehabilitation Center.

An excellent extension of the tasks in this Section might be problem solving in the area of large movement. For example: "Move like a robot but don't move until you name the body part that will move."

CODE	GROSS MOTOR: BODY AWARENESS	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN IDENTIFY BODY PARTS (GROSS TO FINE*), LOCATE THEM, AND KNOW THEIR USES

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can touch eyes, nose, mouth, feet, wrists, when asked to do so.
2. Child looks in the mirror and can identify the same parts on himself.
3. Child can draw a person and include 5 body parts, (VMI).
4. Child can identify the same parts on another child.
5. Child can respond appropriately to -- what are your: eyes for?
   hands for?
   feet for?

*
Eyes, eyebrows, mouth, nose, chin, forehead, hair, hands, arms, fingernails, wrists, shoulders, back, elbows, feet, knees, toes.

DATE OF BEGINNING

COMPLETING TASK

CODE	GROSS MOTOR: POSITION IN SPACE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN POINT TO TWO SIDES OF HIS BODY AND TO THE OBJECTS AROUND HIM WITHOUT NOW LABELING THEM AS LEFT AND RIGHT

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can name or point to different body parts and give their function.
2. Child can say where body parts are in relation to each other: above, below, beside, etc.
3. Child can move each side of his body independently to perform a task; example: when dominant hand writes, the other hand holds; when one arm swings, the other is still.
4. Child crosses his body midline with either side to perform a given task.
5. Child picks up, places, points to, objects on either side of his body.
6. Child describes where an object is that is not <u>within</u> his reach: above, below, to this side, to that side.

DATE OF BEGINNING								
COMPLETING TASK								

CODE	GROSS MOTOR: STATIC BALANCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN BALANCE ON EITHER ONE FOOT OR THE OTHER FOR 5 SECONDS

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child cannot balance on either foot alone, but child can walk in a balanced fashion.								
2. Child can balance on one foot with assistance of teacher or table for 5 seconds.								
3. Child can balance awkwardly but without holding on.								
4. Child can balance but on only one side.								
5. Child balances easily on either side.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE GROSS MOTOR:
DYNAMIC BALANCE-WALKING BOARD

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WALKS ON A WALKING BOARD DISPLAYING NO BALANCE PROBLEMS

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child walks on board flat on the floor in non-directed manner.
2. Child walks the board forward, eyes up, easily.
3. Child walks on the board backwards.
4. Child walks, turns on the board without taking eyes off target and without falling or stepping off.
5. Repeat step #1 on elevated board.
6. Repeat step #2 on elevated board.
7. Repeat step #3 on elevated board.
8. Repeat step #4 on elevated board.

DATE OF BEGINNING

COMPLETING TASK

CODE GROSS MOTOR:
DYNAMIC BALANCE-JUMP, HOP

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD HOPS WITH EASE ON 1 FOOT
FOR 10 FEET OR 10 SECONDS

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child jumps, feet together in place without a pattern.
2. Child jumps and imitates teacher's jump count. (Give child clear, simple directions: "First I will jump. You watch. Then you jump when I say 'start'").
3. Child jumps 1 jump to something forward (tape on the floor). This is a directed jump.
4. Child jumps both forward and backward over line.
5. Child jumps on 1 foot (if possible while holding the other one) in place.
6. Hopping: Repeat step #3 on 1 foot.
7. Child hops 2 times forward.
8. Increase distance forward each day through 3 repetitions and chart the best of 3.
9. Child hops with ease on 1 foot.

DATE OF BEGINNING

COMPLETING TASK

CODE GROSS MOTOR: TOSS & CATCH

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD THROWS AND CATCHES A LARGE RUBBER BALL IN GROUP PLAY

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child catches tossed bean bag using arms and body.
2. Child catches and throws tossed bean bag easily from a greater distance, still using entire body.
3. Child can perform step #2, using hands.
4. Child now uses the skill in game form in a teacher-structured game.
5. Using texture ball, repeat step #1 - 4.
6. Using large rubber ball, repeat step #1 - 4.

DATE OF BEGINNING

COMPLETING TASK

84

85

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

CODE

GROSS MOTOR:
TUMBLING

School

Teacher | Grade

TASK DESCRIPTION

CHILD WILL BE ABLE TO USE WHOLE BODY TO PERFORM A FORWARD TUMBLING EXERCISE

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child is able to understand movement by watching demonstration.
2. Child is able to get into position leading into tumble, (on balls of feet, head tucked in, etc.)
3. Child's upper body moves correctly.
4. Child moves entire body through a complete tumble.
5. Child tumbles forward several times in succession.

DATE OF BEGINNING

COMPLETING TASK

CODE	GROSS MOTOR: RHYTHM – MOTOR MATCH	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD MOVES IN TIME TO MUSIC OR SOUND
IN A VARIETY* OF WAYS

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child attends to sounds or music: records, rhythm instruments, piano.								
2. Child moves in response to sound (music) but not in correct rhythm.								
3. Child begins to "match" his body movement with the rhythm of the sound.								
4. Child moves his body in rhythm with sound most of the time.								
DATE OF BEGINNING								
COMPLETING TASK								

*
March to music
Clap hands to music
Bounce a ball in time to music or dance or sway
Play rhythm instrument to music

Match buzzer board, long and short sound, with fine motor response.

FINE MOTOR SECTION

The fine motor tasks, which are a natural ingredient of the kindergarten curriculum, are viewed here as processes in themselves. The task of coloring, for example, is broken into seven clearly defined levels of child participation. In this way a teacher can more clearly observe what levels a child has mastered and those elements of the task yet to be learned. This allows the teacher to make her moment of intervention most appropriate. As the child gains ability in the individual processes, a foundation of support is built for the more stylized, refined and confined process of writing. The writing tasks we include are copying shapes, name writing, number writing, and copy writing.

By focusing on the skill process and its place in a continuum of learning, we are reminded of why the skill is important at all. Where does the skill lead? How does it fit into the schooling process for the child?

CODE	FINE MOTOR: GRASPING	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA. A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD DISPLAYS DEXTERITY IN HOLDING AND GRASPING OBJECTS

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child grasps and releases objects at will.
2. Child uses whole-hand grasping ability (i.e. to transfer water via a sponge, to clean blackboard, etc.).
3. Child is able to use grasping ability in a finer task such as wadding paper.
4. Child uses thumb and forefinger as "pinchers" to gather a select amount of sugar, sand, raisins, straws, etc.
5. Child uses this ability to zip a zipper, to place pegs in a pegboard, to pick up small objects with tweezers, to sew.
6. Child grasps a large crayon easily to use it.
7. Child grasps a pencil appropriately in a 3-point grasp.

DATE OF BEGINNING								
COMPLETING TASK								

CODE	FINE MOTOR: CUTTING EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

USING CHILD'S SCISSORS, CHILD CUTS WITH DOMINANT HAND AND STOPS WHEN FORM IS CUT OUT

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child watches cutting process.
2. Child handles scissors with dominant hand.
3. Child makes random cuts (not following pattern lines) not parallel to pattern lines.
4. Child cuts along at least 1/2 the given figure; figures or shapes beginning quite simply and gradually becoming more complex.*
5. Child stops cutting when it is appropriate.
6. Child completes task by cutting out entire figure.

* Practice Experiences to Strengthen the Skill: cut off corners of paper, then through middle of paper, then across paper on or near heavily drawn lines, then on or near curving drawn lines.

DATE OF BEGINNING								
COMPLETING TASK								

CODE	FINE MOTOR: SEWING EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO SEW ACCURATELY FOLLOWING A GIVEN PATTERN

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Given a starting point, child will be able to start there and begin progression.
2. Child is able to continue progression without skipping spaces.
3. Child is able to stop once pattern has been formed.*

* See FINE-MOTOR: GRASPING task for the fine-motor control competency required.

DATE OF BEGINNING

COMPLETING TASK

CODE	FINE-MOTOR: SHOE TYING EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD TIES HIS OWN SHOELACES AT WILL

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child takes a shoelace in each hand.								
2. Child crosses shoelaces, pulls tight and drops shoelaces.								
3. Child makes 1 loop and wraps the other lace around it, front to back, and drops shoelace.								
4. Child sees "hole" and pushes shoelace through it, forming a loop.								
5. Child grabs ends of shoelaces and pulls tight.								
6. Child can perform step #1 - 5 with shoe off and with child and teacher facing the same direction (perhaps on teacher's lap).								
7. Child can perform step #1 - 5 with shoe on.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	FINE MOTOR: ZIPPING EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO UNZIP AND ZIP HIS OWN CLOTHING

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child will arrange each side of the jacket evenly.								
2. Child will place the zipper pull all the way to the bottom of the jacket.								
3. Child will place the zipper pull into the opposite side of the jacket.								
4. Child will hold both sides firmly so that the zipper can be pulled up the jacket.								
5. Child moves the zipper pull up the jacket.								
DATE OF BEGINNING								
COMPLETING TASK								

35

CODE	FINE MOTOR: BUTTONING EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO BUTTON AND UNBUTTON HIS OWN CLOTHING

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child places each side of the jacket evenly on body with teacher's help and is aware of the process.
2. Child can perform step #1 without teacher's help.
3. Child can match button side to buttonhole side, evenly.
4. Child can push the button under the hole and pull the button through the hole.

DATE OF BEGINNING								
COMPLETING TASK								

CODE FINE MOTOR:
COLORING
EYE-HAND COORDINATION

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD COLORS EVENLY, WITHIN A DEFINED AREA USING SEVERAL COLORS, WITHOUT UNDULY TWISTING HIS BODY OR TURNING THE PAPER

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child watches coloring activity, is aware of it, but does not participate.

2. Child grasps the crayon and colors or scribbles on figure without regard for outlines.*

3. Child colors within lines over 1/2 the figure. Strokes are probably uneven and often overlap the outline.

4. Child colors evenly so that most of the figure is colored, using mainly vertical strokes, usually turning the paper for narrow, horizontal areas; strokes becoming a more consistent length.

5. Child uses alternate colors to define areas, thus being aware of sectional differences and uses vertical and horizontal strokes without turning the paper often; strokes are fairly even.

6. Child colors easily, evenly and within the guidelines using several colors.

* If unable to do step #2, see FINE-MOTOR: GRASPING task and VISUAL: FIGURE-GROUND task.

DATE OF BEGINNING

COMPLETING TASK

CODE	FINE MOTOR: CONNECTING DOTS EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA. A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO CONNECT DOTS
WITH A STRAIGHT LINE, ACCURATELY;
HOLDING WRITING TOOL PROPERLY

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child draws a vertical line between dots.
2. Child draws vertical, horizontal, left and right oblique lines (in this sequence) to connect dots.
3. Child connects dots, starting and stopping accurately, but the line may be shaky.
4. Child is able to connect dots with a straight line, starting and stopping accurately.

DATE OF BEGINNING								
COMPLETING TASK								

CODE	FINE MOTOR: TRACING EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO TRACE SHAPE ACCURATELY

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child traces a line with a wavy, vertical line.								
2. Child traces a solid line with a wavy, horizontal line.								
3. Child traces over solid lines, vertical and horizontal, with a straight line.								
4. Child traces the lines of shapes accurately in this progression: vertical, horizontal, circle, square, triangle.								
5. Child traces numbers.								
6. Child traces letters.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	FINE MOTOR: COPYING SHAPES EYE-HAND COORDINATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD COPIES VARIOUS GEOMETRIC SHAPES ACCURATELY IN DEVELOPMENTAL PROGRESSION

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child discriminates a circle from other geometric shapes and matches it.								
2. Child traces the circle accurately.								
3. Child copies the circle from pattern card in a continuous closed line without rotating the paper.								
4. a) Child can perform step #1 and #2 using (+) form. b) Child copies (+) without rotating the paper, lines centered and perpendicular.								
5. a) Child can perform step #1 and #2 using square shape. b) Child copies square with straight lines, equal sides, closed corners and with no rotation of the paper.								
6. a) Child can perform step #1 and #2 using triangle shape. b) Child copies triangle with straight sides, accurate points and with no rotation of the paper.								
7. a) Child can perform step #1 and #2 using rectangular shape. b) Child copies rectangle with straight lines, closed corners and with no rotation of the paper.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	FINE MOTOR: NAME WRITING	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO PRINT HIS OWN NAME LEGIBLY, WHEN ASKED TO DO SO

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is able to make vertical, horizontal, circular or slanted lines and repeat pattern of them.*								
2. Child recognizes these shapes in his own name, letter by letter.								
3. Given several names, child will find his own (visual discrimination).								
4. Child recognizes start to stop sequence of letters when given a green and red cue.								
5. Child traces letters in his name (clay, sandpaper) when asked to do so.								
6. Child prints his own name from model card.								
7. Given the start cue letter, child can complete sequence.								
* Always Bear in Mind This Progression: I: Imitate ("watch me..now you trace over mine") T: Trace - outline cues C: Copy W: Write - verbal command to write an "s"								
DATE OF BEGINNING								
COMPLETING TASK								

CODE FINE MOTOR: PRINTING NUMERALS 1-10

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN WRITE NUMERALS 1-10 WITH CRAYONS ACCURATELY, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can hold crayon in appropriate writing position.
2. Child can support paper on the table with one hand, as writing hand forms symbols on the paper, without demonstrating tension in either hand or body position.
3. Child imitates correct motor form watching the teacher form the numerals and then tracing them.
4. Child traces numerals accurately without the teacher being present.
5. Child completes partially formed numerals accurately.
6. Child copy writes numerals independently.
7. Child writes numerals accurately, consistently.

DATE OF BEGINNING

COMPLETING TASK

CODE	FINE MOTOR: COPY WRITING	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO COPY WRITE:
FORMING THE LETTERS CORRECTLY AND
IN THEIR PROPER ORDER TO FORM WORDS

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is able to attend to either motor and/or oral directions for the proper formation of the letters.								
2. Given the visual pattern (words on cards, on paper, on chalkboard) child is able to reproduce the gross pattern, although the individual letters may be poorly formed.								
3. Child is aware of line and works in relation to it.								
4. Child is able to reproduce a pattern of letters, correctly formed, in order and well-spaced.								
5. Child is able to form the letters correctly, discriminating between upper and lower case and is spatially accurate given the visual pattern.								
DATE OF BEGINNING								
COMPLETING TASK								

VISUAL SECTION

An awareness of what the child sees and of how to reproduce what he sees, is basically the skill area of visual perception and motor response. The tasks in this Section support the child's growth and development in these areas. These visual-perceptual skills become part of the foundation for reading, spelling, writing and arithmetic computation.

We begin all skill areas with the objects of the child's world and build and develop that skill until the child is comfortably manipulating the symbols used in arithmetic and reading. Therefore, letters and numbers appear only in the latter section of each task and in the latter tasks.

CODE VISUAL: OCCULAR TRACKING	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN FOCUS ON GIVEN TARGET (TIP OF PENCIL, COLORED CHIP) AND FOLLOW THE TARGET WITH SMOOTH EYE MOVEMENTS, NOT MOVING THE HEAD

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained)								
1. Child attends to visual stimulus.								
2. Child understands directions.								
3. Child loses target as teacher moves it up and down, back and forth. Child moves his head.								
4. Child follows target with eyes only, but with uneven eye movements.								
5. Child applies skill of even tracking in this way: given the letter form "m", child is able to track across a line of print and locate all "m's".								
DATE OF BEGINNING								
COMPLETING TASK								

CODE

VISUAL:
TRACKING PROGRESSION

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO MOVE IN A LEFT TO RIGHT, TOP TO BOTTOM, FRONT TO BACK PROGRESSION, IN A VARIETY OF ACTIVITIES

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Given a starting cue (green, upper left), child responds to cue and begins there.
2. Child responds in sequence to each visual cue without skipping or omitting any cues.
3. Child continues this performance and progression until stopping cue (red patch, the end) is reached.
4. Child turns pages in a book from front to back.
5. Child plays a game board designed from left to right, correctly.

DATE OF BEGINNING

COMPLETING TASK

CODE VISUAL:
DISCRIMINATION FOR
EXTERNAL/INTERNAL DETAILS

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in
PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO VISUALLY DISCRIMINATE
THE FINE INTERIOR DETAILS OF COLOR,
SIZE, DIRECTION AND SHAPE

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child is aware of visual stimulus.
2. Child finds sameness in gross external details of designs.
3. Child finds gross internal details to be the same or different from the model in designs.
4. Child demonstrates an awareness (able to point to, draw, or verbalize) of finer external details in designs.
5. Child demonstrates an awareness of finer internal details in designs.
6. Child can perform step #2 - #5 in relation to numerals.
7. Child can perform step #2 - #5 in relation to letters.

DATE OF BEGINNING

COMPLETING TASK

CODE VISUAL: FIGURE-GROUND	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

GIVEN A VISUAL STIMULUS, CHILD IS ABLE TO DISTINGUISH (DISCRIMINATE) THE FIGURE FROM THE GROUND

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child looks at visual stimulus.
2. Given a strongly outlined figure on a plain background, child can trace around the figure.
3. Given a strongly outlined figure against a figured background, child can find the figure, trace around it or match it.
4. Given a finely outlined figure against a plain background, child can find the figure and trace around it.
5. Given a finely outlined figure against a busy background, child can match the figure.
6. Given a picture, child can tell what is in the foregound/background, what is the most important figure, etc.

DATE OF BEGINNING								
COMPLETING TASK								

CODE VISUAL: SYNTHESIS

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

GIVEN PARTS OF A VISUAL WHOLE,
CHILD CAN BUILD THE WHOLE

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Given large pieces*, colored and simply cut-out, child is able to perceive their characteristics of color, shape, internal or external details. (See VISUAL: Discrimination for Internal/External Details).

2. Child is able to assemble parts into whole on a trial and error basis (with random selection of pieces and no planned attack).

3. Given the attack plan, (i.e. "follow this model from left to right, or use the border corners to help you") child is able to build from parts to whole.

4. Child is now able to analyze independently and build to the whole correctly by using color, shape, design-motif and content clues.

5. Child can perform all of the above steps first in a form board (outline or template), then without the form board.

* Materials and Activities: parquetry blocks, flannel board activities, puzzles, pegboard, gro-board, paper folding, incomplete drawings of familiar objects and forms for child to complete.

DATE OF BEGINNING

COMPLETING TASK

CODE	VISUAL: MEMORY	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD RESPONDS TO OR REPEATS WHAT WAS SEEN IN CORRECT SEQUENCE AND SPAN, WHEN PRESENTED WITH A VISUAL STIMULUS

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child attends to activity directions and indicates an understanding of them.								
2. Given a stimulus picture or object, child finds its match. Ex: teacher shows picture and covers it; child finds its match from a given group of pictures.								
3. Child can identify what was seen when shown 2 items in correct sequence and span.								
4. Child can identify 3 dissimilar objects and identify the one removed. Ex: "What's Missing Game".								
5. Child can place 3 objects in correct sequence and span as the visual stimulus is shown. Ex: "Tray Game" - (a) teacher sets up objects in tray in specific order and children observe that order, (b) teacher empties tray mixing up the objects, (c) children replace objects in tray in original order.								
6. Child can perform step #5 but can now select 3 correct items from a greater number of items and place in correct sequence and span.								
7. Given a sequence of 3 designs or letter cards, child can place or write cards in correct order.								
8. Given a word card, child marks correct word from a group of words, (multiple choice).								
DATE OF BEGINNING								
COMPLETING TASK								

CODE VISUAL:
MATCHING BY FORM

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD MATCHES A SET OF OBJECTS TO ANOTHER SET OF OBJECTS UP TO SETS OF 5; TO SETS OF 10, WITH NO ERRORS, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can match identical objects accurately, when asked to do so.
2. When presented with various objects, child can sort out the identical objects accurately, when asked to do so.
3. When presented with 1 object, child can find the identical object, when asked to do so.
4. Child can perform step #3 with 2, 3, 4 and 5 objects.
5. Child can match objects in sets from 1 - 5.
6. Child can match objects in sets from 6 - 10.

DATE OF BEGINNING

COMPLETING TASK

53

CODE VISUAL: ORDERING BY SIZE PROGRESSION	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA. A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO ORDER OBJECTS ACCORDING TO A STATED CONFIGURATION (EX: SMALLEST TO LARGEST; LARGEST TO SMALLEST)

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is able to visually discriminate differences in size in objects.								
2. When given a pattern, child is able to discriminate differences in size.								
3. Child is able to place objects on pattern accurately, in random order.								
4. Given a size progression pattern, child is able to place matching objects on pattern, accurately.								
5. Child is able to perform step #4 given only one spatial cue, (margin on left).								
6. Child is able to perform step #4 without any pattern, thus displaying memory recall and understanding of concept of size and ordering.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE VISUAL: ART PROGRESSION (Page 1)	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD'S ART PRODUCTION WILL REFLECT HIS DEVELOPMENTAL LEVEL*

TASK LEVELS

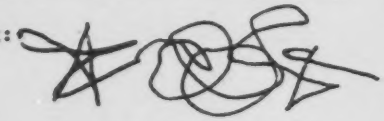
STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

Scribble Stage: The experience of scribbling is mainly one of motor control.

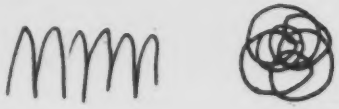
Disordered Scribbles - 2 1/2 years: Kinesthetic motions, random marks, many directions.

Ex:



Controlled Scribbles - 3 years: Visual control of lines, repeated patterns, coordination between visual and motor development.

Ex:



DATE OF BEGINNING

COMPLETING TASK

CODE VISUAL:
ART PROGRESSION (Page 2)

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD'S ART PRODUCTION WILL REFLECT HIS DEVELOPMENTAL LEVEL*

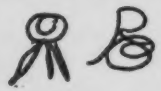
TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

Named Scribbles - 3 1/2 - 4 years:	Develops a basis for visual retention; draws with intent; now starts with some idea of what he is going to do. Scribbles haven't really improved; thinking has changed; he is naming.

Ex: "Mother goes shopping"



Pre-School Stage - 4-7 years:	First representational attempts; generally the more details included in a drawing, the more aware the child is of those things around him.

DATE OF BEGINNING

COMPLETING TASK

CODE VISUAL: ART PROGRESSION (Page 3)	School	Grade
	Teacher	

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD'S ART PRODUCTION WILL REFLECT HIS DEVELOPMENTAL LEVEL*

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

Head-Feet Representations: Circular and longitudinal motions turn into recognizable forms, directly out of the scribble stages; the first symbol usually achieved is man.

Ex:

Head-Men: Most of what a child knows at this point involves eyes, ears, nose; the head being the center of sensory activity.

Ex: "Bullet-men"

"Frog-men"

DATE OF BEGINNING

COMPLETING TASK

CODE VISUAL:
ART PROGRESSION (Page 4)

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD'S ART PRODUCTION WILL REFLECT HIS DEVELOPMENTAL LEVEL*

TASK LEVELS

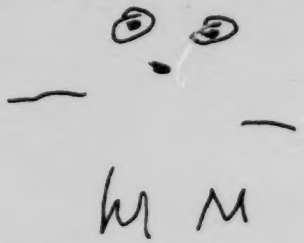
STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

Ex: Teeth and hair as a detail of the head.

The addition of legs and arms makes this center (head) moveable and may indicate a really functional being. As children become more aware of body parts and environmental stimuli, details are added (clothing accessories, etc.) A child's art is a reflection of himself. If his drawings of a man show features separated, it may indicate something significant.

Ex: No body outline or line for head.



* Lowenfeld, V. and Brittain, W. L., Creative and Mental Growth. London. MacMillan, 1970.

DATE OF BEGINNING

COMPLETING TASK

CODE	VISUAL: MATCHING LETTERS & NUMERALS; ORIENTATION & ORDER	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN MATCH A SEQUENCE OF
4 LETTERS OR 2 NUMERALS CORRECTLY,
WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can match one letter or one numeral to identical letter or numeral, oriented correctly, (d is not p; 6 is not 9).
2. Child can sort out identical match when presented with various letters or numerals.
3. Child can match two letters or numerals in correct order.
   Ex: no = no
   no ≠ on
4. Child can match three letters, possibly out of sequence.
   Ex: cat = tac.
5. Child can perform step #4 in correct sequence.
6. Child is now able to orient and order four letters accurately,

DATE OF BEGINNING								
COMPLETING TASK								

59

AUDITORY SECTION

The Auditory Section presents a series of auditory tasks in sequential order of development and difficulty. The perception of both environmental and speech sounds is analyzed including: auditory attending, auditory discrimination of sound and sound sources, auditory motor-match through rhythm, volume, pitch and tone, isolated speech sounds such as rhyming and initial consonants, sound blending and auditory memory through tasks in following directions, reproducing sound patterns and language rhymes.

These auditory skills support both reading and language development. Once the child begins to apply the awareness skills, we focus on the tasks of coding and sound-letter associations, leading to a phonetic attack in reading through sound blending. The development of descriptive language is sequenced and presented in the following tasks: retelling a story, relating an experience, and telling a story from a picture. In both the gross motor and visual task areas, however, we have made an effort to bring the perception to the language level, so that language is an integral part of any learning.

CODE	AUDITORY: IDENTIFIES ENVIRONMENTAL SOUNDS	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN IDENTIFY AND ASSOCIATE SOUNDS AND THEIR SOURCE IN THE ENVIRONMENT

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is aware of the presence of sound.								
2. Child can name (label in some way) the sound; (i.e. "That's a sweeper").								
3. Child can recall having heard sound before; (i.e. "Mommy uses one").								
4. Child can identify sound with its source accurately and consistently.								
5. Child can recognize "nonsense", i.e. when a sound is identified as coming from the wrong source; (an elephant's trumpet coming from a child).								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	AUDITORY: LOCATION OF SOUNDS	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD POINTS TO SOURCE OF VARIOUS SOUNDS AGAINST A BACKGROUND OF SOUND

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can discriminate between gross environmental sounds. (Bell ringing is not a clock ticking).
2. Child can identify sounds, (crumpling paper).
3. Child can find, by going to it or turning head, etc., the source/location of a sound in a silent room. (Example: tick-tock of a clock above the chalkboard).
4. Child can do step #3 in a room with background noise.

DATE OF BEGINNING								
COMPLETING TASK								

CODE AUDITORY:
SOUND MATCHING

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD DEMONSTRATES THE CONCEPT OF SAME AND DIFFERENT IN SPEECH AND ENVIRONMENTAL SOUNDS

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Given 3 environmental sounds (2 the same), child is able to tell the sound that is different.
2. Given 3 environmental sounds, child is able to tell the 2 that are the same.
3. Given 2 words, child is able to say if they are same or different.
4. Given 3 words, child is able to name the 2 that are the same.
5. Given just the speech sound (f, b, s), child is able to tell same and different sound.

DATE OF BEGINNING

COMPLETING TASK

65

CODE AUDITORY: RHYMING

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA, A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN DISCRIMINATE WORDS THAT END IN THE SAME SOUND

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child is aware of the presence of sound.

2. Upon hearing 2 words that rhyme, child is able to recognize that they rhyme.

3. Upon hearing 3 words, child can identify:

   a) the 2 words that do rhyme.
   b) the 1 word that is different.

4. Child is able to offer a nonsense or "some-sense" word that rhymes in response to a stimulus word.

DATE OF BEGINNING

COMPLETING TASK

CODE AUDITORY: SOUND BLENDING	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

GIVEN THE SOUND ELEMENTS, CHILD IS ABLE TO BLEND THEM AND RECOGNIZE THE WORD

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child attends to the direction, "Listen to what I say; say it fast when I finish."

2. Child imitates teacher's model of the directions.

3. Child blends compound words when given the parts by the teacher, (visual support may be used):
   motor ..... cycle - "say it fast" - motorcycle.
   butter ..... cup - "say it fast" - buttercup.

4. Child blends individual sounds into words and can identify a picture of what was said.
   Ex: b - o - y = boy; child can find picture of a boy.

5. After blending the given sounds, the child can choose the correct picture from 3 grossly dissimilar picture names (boy, horse, cat).

6. After blending given sounds, child can choose the correct picture from 3 similar picture names (boat, boy, toy).

DATE OF BEGINNING

COMPLETING TASK

67

CODE	AUDITORY: SOUND PATTERNS	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO REPEAT SOUND SEQUENCE WITHOUT VISUAL SUPPORTS, ACCURATELY

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Facing the child, the teacher models sound pattern (claps hands, shakes tambourine, etc.) from a simple pattern to a complex one. Child imitates the teacher. Ex: a) 0 0 0
   b) 0 00 0
   c) 00 00 0

2. Teacher shows the child the relationship between sounds produced and visual markers (00000). The child reproduces the sounds from the visual stimulus.

3. Teacher shows the child the relationship between visual markers, the space intervals and the sound, (00 00). Child copies the teacher model.

4. With child and teacher back to back and with no visual support, child is able to replicate the sound pattern made by the teacher.

5. Child can complete step #4, moving from simple to complex patterns.

DATE OF BEGINNING

COMPLETING TASK

CODE	AUDITORY: MEMORY FOR LANGUAGE PATTERNS	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

WHEN PRESENTED WITH A LANGUAGE STIMULUS, THE CHILD WILL RESPOND TO OR REPEAT THAT STIMULUS IN CORRECT SEQUENCE AND SPAN

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is given directions for activity.								
2. Child indicates an understanding of step #1.								
3. Child repeats auditory stimulus of 2 parts with correct sequence and span; (child may be repeating numeral, adding items to a shopping list, or repeating whole sentences).								
4. Child repeats auditory stimulus which is increased in span to 3 items.								
5. Child is given visual clues to auditory stimulus when necessary, (pictures).								
6. Child repeats auditory stimulus which is increased in span to 4 items.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	AUDITORY: MEMORY FOR LANGUAGE RHYMES	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO RECITE A POEM, RHYME OR SONG CONSISTENTLY, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES ▷

(Mark an "X" in the appropriate column as level is attained.)

1. Awareness of Sound: child is aware a poem is heard and that it can be imitated.
2. Localization of Sound: child observes teacher saying poem.
3. Child repeats opening words.
4. Discrimination for Similarities: child hears rhyming words and can repeat them.
5. Child can say (self-initiate) opening lines.
6. Child can repeat first stanza.
7. Child can say first stanza on her own.
8. Child can repeat previous steps until poem is learned, first with and then without picture cues.

DATE OF BEGINNING								
COMPLETING TASK								

CODE	AUDITORY: ROTE 1-5-10	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN SAY NUMBERS 1-5, 5-10, WHENEVER PRESENTED WITH THE NUMERALS IN RANDOM ORDER

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child can repeat after the teacher, the individual numbers as the visual symbols are shown.								
2. Child can point to individual numerals as he rote counts.								
3. Child can point and say an isolated number name when in correct sequence. Ex: "four", although he may have had to count to 4 first.								
4. Child can say numbers correctly, most of the time, when they are out of sequence.								
5. Child achieves stated task level for rote 1-5.								
6. Child achieves stated task level for rote 5-10.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE AUDITORY: CODING	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN ASSOCIATE AN APPROPRIATE SOUND PATTERN WITH A GIVEN WORD PATTERN

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child attends to words spoken by the teacher and can model them by repeating them.
2. Child can jump or clap or give other gross motor movement for each word spoken.
3. Child represents the given words or sounds by drawing dashes; "I see you."
4. Upon seeing the visual pattern (- - -), child can choose a 3-word phrase to "fit" it, when offered a choice, (matches the correct answer).
5. Child can offer appropriate answer to step #4 on his own.

DATE OF BEGINNING								
COMPLETING TASK								

CODE	AUDITORY: SPEECH INTELLIGIBILITY	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS CONSISTENTLY INTELLIGIBLE EXCEPT FOR THE USE OF r, l, s, z AND BLENDS

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child is able to imitate accurately given the proper model.
   If unable, note: is sound being - omitted (nake for snake) ?
   substituted (fumb for thumb) ?
   added (shee for see) ?
   distorted (note problems) ?
   Sequentially, the child imitates - phonemes in isolation (d)
   all phonemes in syllables (da)
   all phonemes in words (damp)
2. Child is able to hear and produce the called-for sound in isolation (independent of word). Ex: ish apart from fish.
3. Child self-monitors auditory discrimination for same and different.
4. Child is able to produce the called-for sounds in syllables and self-monitors for mistakes.
5. Child is able to produce sounds correctly in words and self-monitor for mistakes.
6. Child is able to produce sounds correctly in connected speech and self-monitor for mistakes.

(It may be helpful to incorporate deficit sounds into a game in which the child uses these sounds in naming pictures.)

DATE OF BEGINNING

COMPLETING TASK

CODE AUDITORY: MOTOR MATCH

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD REPRODUCES A PHYTHM PATTERN, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child attends to the sound.
2. Child reproduces sounds but inaccurately.
3. Child reproduces the sound pattern so that the gross elements are similar.
4. Child reproduces the sound pattern accurately.

DATE OF BEGINNING

COMPLETING TASK

CODE	AUDITORY: VOICE MATCHING	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO MATCH TEACHER'S VOICE, WHEN ASKED TO DO SO

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is able to say "good morning" in normal tone when "good morning" is said to him.								
2. Child will match teacher's loud voice.								
3. Child will match teacher's whisper.								
4. Child will sing "good morning", matching tones of the teacher.								
5. Child will do step #4 including accent on one syllable.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE AUDITORY: DIRECTIONS	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA. A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN CONSISTENTLY FOLLOW VERBAL DIRECTIONS OF 1 COMPONENT, 2 COMPONENTS, THEN 3 COMPONENTS

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child can stop in present activity, turn to location of directional person (teacher), wait for verbal direction each time teacher gives "starter" clue indicating a verbal direction will follow.								
2. Child consistently follows teacher's behavior after she demonstrates verbal direction of 1 component.								
3. Child can perform step #2 with 2 components - ("Put your paints away and meet me at the door").								
4. Child can perform step #2 with 3 components - ("Go to the sink, get the sponge and go back to your table").								
DATE OF BEGINNING								
COMPLETING TASK								

CODE AUDITORY: LETTER-SOUND ASSOCIATION

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CONSISTENTLY MATCHES BEGINNING CONSONANT SOUNDS WITH THEIR LETTER SYMBOLS

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can imitate consonant sound after the teacher says it; ("Say m-m-m").
2. Shown the correct symbol for the sound, child can consistently make the sound; ("M", and child says, "m-m-m").
3. Child can find the symbol among other symbols (m, p, o) and say the sound appropriately.
4. Child can locate the "beginning" symbol in a word (mat) and respond with the sound.
5. Now the child responds to either process. Given the sound, child can find or draw the symbol; given the symbol, child can make the sound associated with it.

DATE OF BEGINNING

COMPLETING TASK

CODE AUDITORY:
BEGINNING SOUNDS-INSTRUMENTAL

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO IDENTIFY THE BEGINNING SOUND AS BEING AT THE BEGINNING POSITION AND MAKE THAT SOUND

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child will be able to listen to and identify instrument sounds (bells, tambourine, cymbals, etc.) on a gross level.
2. Given a pattern, child will be able to reproduce it in any sequence with visual support.
3. Child can perform step #2 in correct sequence.
4. Child can perform step #2 without visual support.
5. Given a pattern, child will be able to reproduce it without visual support.
6. Child will be able to isolate the beginning instrumental sound after listening to the pattern and reproduce it.
7. Child is now ready to proceed to BEGINNING SOUNDS-LANGUAGE.

DATE OF BEGINNING

COMPLETING TASK

CODE AUDITORY: BEGINNING SOUNDS-LANGUAGE	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO IDENTIFY THE BEGINNING SOUND OF A WORD AS BEING AT THE BEGINNING POSITION AND MAKE THAT SOUND

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Given a compound word with pictures, child can hear location of part of the compound. Ex: "Butterfly; do you hear 'butter' in butterfly; when do you hear it and where?"
2. Given a multi-syllabic word (wonderful), child can isolate one syllable and locate it. Ex: "Can you hear 'won' in wonderful?"
3. Given a word, child is able to isolate the beginning sound.
4. Child is able to "match" words with the same beginning sound auditorily. Ex: Given "bath", child offers "baby" as beginning with the same sound.
5. Child is able to identify the beginning sound of a word and make that sound.

DATE OF BEGINNING								
COMPLETING TASK								

79

80

CODE	AUDITORY: READING BY SOUND BLENDING	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

GIVEN AN UNLEARNED VISUAL STIMULUS (WORD), CHILD IS ABLE TO BLEND THE SOUNDS (SYMBOLS) CORRECTLY INTO THE WORD

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Upon seeing a grapheme (b), the child is able to associate the correct sound to its letter.								
2. Child is able to identify and reproduce all the sounds in the word correctly.								
3. Child is able to repeat sounds in the proper sequence, (first, middle, last).								
4. Child is able to <u>blend</u> individual sounds when aided by the teacher. The teacher says sounds, c - a - t; child hears the sounds and blends. (If child has difficulty with this step, see AUDITORY: SOUND BLENDING).								
5. Child is able to blend sounds correctly without the aid of the teacher, (child retains <u>holding</u> function).								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	AUDITORY: SEQUENTIAL RECALL OF A STORY	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD DEMONSTRATES IN SEVERAL WAYS THE AUDITORY SEQUENTIAL RECALL AND COMPREHENSION OF A STORY WITH ALL ESSENTIAL COMPONENTS

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child can attend for the time period demanded by a story without exhibiting distracted behavior.								
2. Child can retell a story in sequence with accompanying pictures with all essential components.								
3. Child can express self with a group through dramatic play as a means of achieving task.								
4. Child can retell a story through puppets with essential components.								
5. Child can retell a story in sequence and detail through oral expression.								
6. Child can express self through gesture and pantomime as a means of achieving task.								
7. Child can answer questions relating to a story.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE AUDITORY: ROTE abc's

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO SAY LETTERS OF THE ALPHABET IN SEQUENCE WITHOUT VISUAL SUPPORT

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can say or sing letters of the alphabet song* with visual support: "a,b,c,d,e,f,g".

2. Child continues alphabet song with letters: "h,i,j,k,l,m,n o,p,q - r,s,t u,v,w - x,y,z"

   ending with "now I never will forget, how to say my alphabet".

3. Child can say all letters of the alphabet, out of order, with visual support.

4. Child can say all letters of the alphabet, in proper order, with visual support.

5. Child can perform step #4, without visual support.

* New Alphabet Song from Lippincott Reading Readiness Clinic

DATE OF BEGINNING

COMPLETING TASK

183

184

CODE	AUDITORY: RELATING AN EXPERIENCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO TALK SPONTANEOUSLY ABOUT A GIVEN EXPERIENCE ON A LEVEL INCORPORATING ALL PREVIOUS LEVELS OF THIS TASK

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Teacher asks a question and child attends to it.								
2. Teacher asks a question and child answers, in full sentences:								
a) <u>while</u> performing a task.								
b) <u>after</u> task is completed.								
c) <u>before</u> performing a task.								
3. Child interprets a task from memory.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE AUDITORY:
STORY FROM A PICTURE

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA. A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS CONSISTENTLY ABLE TO TELL A STORY FROM A PICTURE USING DESCRIPTIVE LANGUAGE, RELATIONSHIPS, SEQUENCE AND CONCLUDING STATEMENTS, WITH SUPPORT FROM THE TEACHER

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Given a picture, child is able to name the essential object with teacher prompting. Ex: boy, dog, ball.

2. Child adds descriptive terms to naming upon teacher's prompting. Ex: A tiny, black and white dog; a little dog; a red ball.

3. Child adds the element of how these things go together or relate. Ex: The little boy has a tiny, black and white dog. The dog is playing with the ball, (objects in relationship to one another).

4. Child relates the objects to each other and the action in terms of past, present and future (sequence) with teacher's assistance. Ex: The little boy brought his ball out into the yard to play. His tiny, black and white dog wanted to play too, so the boy is throwing the ball to him.

5. Child tells a story and concludes it with a statement as teacher elicits it. Ex: The little dog ran to get the ball and brought it back to the boy.
Evaluation or moral, relationship to life situations: dogs make good pets.

DATE OF BEGINNING

COMPLETING TASK

CONCEPTUAL SECTION

A child's success in learning new concepts requires, among other things, an integration of earlier perceptions. The carefully sequenced and experienced visual and auditory perceptions (listed in their respective Sections of this book) support the development of accurate concept formation. The tasks that are in this Section then, are not those of perception, but are the conceptual tasks that form the foundation for computational and other skills. These tasks represent a listing of the concept development emphasized in the kindergarten curriculum. The tasks range from the manipulative tasks of matching and ordering by size and number to the sorting of objects into sets on the basis of common class (be it color, shape, use or relationship). Then we sequenced the spatial concepts. Once these are established, other relationship tasks of quantity are introduced. Measurement, number concepts and associations of quantity to numerals evolve from these sequences.

The latter tasks of operations on sets (joining, removing, partitioning) are time sequenced and lead to the number operations of adding subtracting and dividing.

CODE CONCEPTUAL:
TACTILE AWARENESS

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G..P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO DESCRIBE IDENTIFIABLE CHARACTERISTICS OF AN OBJECT PRESENTED THROUGH THE SENSE OF TOUCH

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Textures: When asked to recognize textures (rough, smooth, furry), child will be able to do so motorically and relate them to similar objects. (If child is unable to perform task at this level, see GROSS MOTOR: BODY AWARENESS).
2. Weight: Given a standard weight (metal spoon), child will be able to respond to object as being either heavier or lighter.
3. Consistency: Child will be able to recognize various consistencies by touch (sand, sugar, soapflakes, peanut butter), and use words to describe them.
4. Shapes: Child will be able to recognize/identify various shapes, geometric and otherwise, (banana, toothbrush, coat hanger), and use words to describe them.
5. Sizes: Child will be able to identify objects according to size against a given standard, (big/little; long/short).
6. Objects: Child will use all previous analytic descriptions (texture, weight, consistency, shape, size, etc.) to respond with "telling" words to objects presented tactually, (not, "this is a banana").

DATE OF BEGINNING

COMPLETING TASK

CODE	School	
CONCEPTUAL: SAME & DIFFERENT	Teacher	Grade

PROJECT MECCA, TITLE VI, G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO LABEL OBJECTS
THAT ARE SAME AND DIFFERENT

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Teacher instructs verbally and visually and child attends.
2. Teacher shows 2 red circles; "These are the same."
3. Teacher introduces a blue circle; "This is not the same as these two; it is different." Child responds, "It is different."
4. Child finds 2 features of her body that are the same, thus internalizing the concept.
5. Child finds features of her body that are not the same in response to the question, "Is your nose the same as your eye; your arm; your leg, etc.?"
6. Child responds to the question, "Tell me 2 features of your body that are the same?"
7. Child responds to the question, "Is the chair the same as the table; the window; the door, etc.?" (Externalized concept)
8. Child responds to the question, "Show me 2 objects in the room that are the same; 2 that are different?" (Self-initiated response)
9. Child can discriminate among same and different objects drawn on paper.

DATE OF BEGINNING

COMPLETING TASK

192

CODE	CONCEPTUAL: ORDERING BY NUMBER VALUE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN ORDER OBJECTS (i.e. Unifix Cubes) SEQUENTIALLY TO BUILD NUMBER STAIRS 1-10, CONSISTENTLY, WITH NO ERRORS

TASK LEVELS

STUDENTS' NAMES ▷

(Mark an "X" in the appropriate column as level is attained.)

1. Child can select the smallest cube from a selection of cubes varying in size (1-10).

2. Child can arrange set of 2 unifix cubes next to the first set of 1, and state the variable in the steps, ("one more").

3. Child can arrange set of 3 unifix cubes next to the set of 2, by demonstrating and stating the same variable, ("one more").

4. Child can arrange set of: 4 unifix cubes next to the set of 3
   5 " " " " " " " " 4
   6 " " " " " " " " 5
   7 " " " " " " " " 6
   8 " " " " " " " " 7
   9 " " " " " " " " 8

5. Child can achieve the task.

NOTE: Variable may be defined by the child - 1 bigger, taller, etc.

DATE OF BEGINNING								
COMPLETING TASK								

68

CODE	CONCEPTUAL: CLASSIFYING	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO SORT OBJECTS, PICTURES, SYMBOLS INTO GROUPS IN ORDER TO CLASSIFY THEM

TASK LEVELS

STUDENTS' NAMES ▷

(Mark an "X" in the appropriate column as level is attained.)

1. Child is able to sort according to: a) color
   b) shape
   c) function

   (If child is unable to perform step #1, see VISUAL TASK SECTION)

2. Child can sort according to the relationship seen between actor and action; between cause and effect.

3. Child is able to sort according to the following sound sources: a) human, b) animal, c) mechanical, d) natural, e) school, f) instrumental.

4. Child can sort according to common conceptual characteristics and to verbalize the grouping; "These go together because ....."

DATE OF BEGINNING								
COMPLETING TASK								

CODE	School	
CONCEPTUAL: COLOR NAMING	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

GIVEN A SET OF PRIMARY COLOR CARDS, CHILD CAN NAME THE COLORS EACH TIME HE IS ASKED TO DO SO

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child can make appropriate visual/verbal response to the color "red" in isolation, when asked to do so.								
2. Child can make appropriate response when presented with another color and asked, "Is this red?"								
3. Child can make appropriate response to color "yellow", when asked to do so.								
4. Child can make appropriate response when presented with another color and asked, "Is this yellow?"								
5. Child can name "red" and "yellow" when colors are presented together.								
6. Child can perform step #1, using color "blue".								
7. Child can perform step #2, using color "blue".								
8. Child can name "red", "yellow", "blue", when colors are presented together.								
DATE OF BEGINNING								
COMPLETING TASK								

92

CODE: CONCEPTUAL: BASIC SHAPES	School	
	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN IDENTIFY AND NAME BASIC GEOMETRIC SHAPES EACH TIME HE IS PRESENTED WITH THEM

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is given an assortment of geometric shapes and is able to sort them according to similarity of shape.								
2. Child can correctly identify and name 'circle' model.								
* 3. Child can correctly identify and name another geometric shape; "Is this a circle or a square?" - and can respond to the directive, "Find me a circle."								
4. Child can perform step #2 and #3, using triangle, rectangle and diamond shapes.								
DATE OF BEGINNING								
COMPLETING TASK								

* This task moves on a continuum from recognition to partial recall to full recall.

CODE CONCEPTUAL:
SPATIAL: TOP/BOTTOM

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN LOCATE OR TOUCH TOP AND BOTTOM OF AN OBJECT, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can reach hands up to top, down to bottom of body.
2. Child can locate top and bottom placements in the room, (gross location).
3. Child can locate top and bottom of an object and can place object on top of a table or desk, (fine location).
4. Child can locate top and bottom in relation to a piece of paper.

DATE OF BEGINNING

COMPLETING TASK

93

CODE	CONCEPTUAL: SPATIAL: LEFT/RIGHT	School	
		Teacher	Grade

PROJECT MECCA. TITLE V. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO IDENTIFY LEFT AND RIGHT IN HIS ENVIRONMENT, CONSISTENTLY

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child can point to objects around the room as being on one side of his body or the other.								
*2. Child can point to <u>two</u> sides of his body, although unnamed.								
3. Child is able to <u>name</u> a preferred side on himself consistently. (Allow child to learn either 'left' or 'right').								
4. Child is able to name left or right sides of an object placed directly in front of him.								
5. Remaining stationary, child relates to the room in left and right terms by naming objects in the room on his left/right.								
6. Child is able to name objects in the room after being rotated 1/4 turn, 1/2 turn, 3/4 turn.								
* Use kinesthetic stimulation at this level; ex: a block in his left hand pocket; scotch tape on his left wrist.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	CONCEPTUAL: GREATER THAN	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN DISCRIMINATE BETWEEN 2 SETS: GREATER THAN; LESS THAN

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child is shown 2 sets of objects - one greater than the other. Concept of greater than and less than is labeled on appropriate sets in comparison to each other at the concrete level.
2. Child can point to set that is greater than. Child can point to set that is less than.
3. Child can label concept of things in environment. Ex: the set of boys is greater than the set of girls.
4. Child can create 2 sets on his own and label them greater than and less than.
5. On paper, child can put an 'X' on the set that is greater than or less than.

DATE OF BEGINNING

COMPLETING TASK

CODE CONCEPTUAL: MEASUREMENT

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN IDENTIFY AN OBJECT WHICH IS LONGER OR SHORTER THAN ANOTHER OBJECT, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child is shown 2 story-book characters in appropriate book or poem. Discuss tall/short characters; point out tall/short characters.
2. Child can respond appropriately to the question, "Is your arm shorter than your leg; your fingers shorter than your arm?"
3. When 2 children stand next to each other holding string, blocks, etc., child can respond appropriately to the question, "Which is longer/shorter?"
4. On paper, child can mark an 'X' on objects which are longer/shorter.

DATE OF BEGINNING

COMPLETING TASK

CODE CONCEPTUAL SEQUENCE

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL DEMONSTRATE, MOTORICALLY OR VERBALLY, AN UNDERSTANDING OF TIME CHANGES, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child is aware of the changes specified in steps a-e below, through active participation in numerous teacher-structured tasks:

   a) changes in daily activity (morning, noon, night) for himself or for others. Ex: He can draw a picture of something he does in in the morning, noon or night.
   b) changes in days of the week.
   c) changes in months of the year.
   d) changes in seasons of the year.
   e) change in the new year (1974-75).

2. Child is able to correctly sequence morning, noon and night.

3. Child is able to correctly sequence the days of the week.

4. Child integrates teacher-taught concepts and fine motor responses by making something to demonstrate his understanding. Ex: Child draws a sequenced picture to form a logical story.

DATE OF BEGINNING

COMPLETING TASK

97

CODE CONCEPTUAL:
NUMBER ASSOCIATION

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD MATCHES OBJECTS TO CORRESPONDING NUMERALS (1-5-10) IN RANDOM ORDER, WITH NO ERRORS, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. When presented with numeral: 1, child can place one object next to it.
   2, " " " two objects " " "
   3, " " " three " " " "
   4, " " " four " " " "
   5, " " " five " " " "
2. When presented with an object of <u>any</u> size, child consistently places numeral 1 card next to the one object.
3. When presented with two objects of <u>any</u> size and in varied spatial areas, child consistently places numeral: 2 card next to the two objects.
   3 " " " " three "
   4 " " " " four "
   5 " " " " five "
4. Child can perform step #1, 2 and 3 for association with numerals 6-10.

DATE OF BEGINNING

COMPLETING TASK

CODE CONCEPTUAL: FORMING SETS

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN IDENTIFY SETS OF OBJECTS FROM 1-5-10, WHEN ASKED TO DO SO

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can point to one object, when asked to do so. ("Show me one.")
2. Child can point to two similar objects, when asked to do so.
3. Child can point to, a) three, b) four, c) five similar objects, when asked to do so.
4. Child can identify sets of objects by pointing, gathering, drawing, in random order (1-5-10), when asked to do so.
5. Task can be repeated using pictures, which is a more abstract level.

DATE OF BEGINNING

COMPLETING TASK

66

100

CODE CONCEPTUAL: COMBINING SETS

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO COMBINE TWO SETS TO MAKE ONE LARGER SET (ADDITION)

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can identify the numeral configuration (1+3).
2. Child can associate the numeral with corresponding objects, (3 means three things).
3. Child attends to teacher's definition of a set; "A set is a group of things."
4. Child is able to combine the two sets to form a new, larger set.

DATE OF BEGINNING

COMPLETING TASK

216

217

CODE	CONCEPTUAL: SEPARATING SETS	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WILL BE ABLE TO TAKE AWAY A GIVEN NUMBER FROM A SET TO FORM A SMALLER SET (SUBTRACTION)

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can identify numeral configuration (3-1).
2. Child can associate numerals with corresponding number of objects, (3 means three things; 1 means one thing).
3. Child understands the minus sign (-) and the idea of removing objects.
4. Child is able to remove the correct numeral from the given set to produce the correct answer.

DATE OF BEGINNING								
COMPLETING TASK								

CODE CONCEPTUAL: DIVIDING SETS

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

GIVEN AN EVEN NUMBER, CHILD CAN COUNT OUT OBJECTS AND DIVIDE THEM EQUALLY (DIVISION)

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Given an even number of objects, child counts out the objects.
2. Child is able to find the middle of a line of objects.
3. Child understands that on each side of the middle, there is an equal number of objects.
   Ex: 000 / 000
   middle

DATE OF BEGINNING

COMPLETING TASK

SOCIAL-EMOTIONAL SECTION

The tasks in this Section reflect one of the most important periods of a child's life; his introduction to school and all that this entails in developing independence from the family and learning about the world. Therefore, the tasks have been developed from the issues of learning independence, self-evaluation, self-esteem and self-expression, and forming useful and satisfying relationships with adults and other children.

The child's emotional growth is crucial to learning, in part because emotional development is interwoven with how one experiences success and failure in everyday life. Can the child see a momentary failure lead to a successful learning experience? Can the child evaluate and accept his own performance in relation to peers, parents and teachers? These are difficult tasks, which must be learned and taught by all of us.

CODE SOCIAL-EMOTIONAL: INDEPENDENCE

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD RELATES TO ADULTS AS HELPING FIGURES

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child separates from Mother at the beginning of the school day.
2. Child relates 1-1 with teacher as helping figure, (allows help).
3. Child accepts help in classroom from adults other than the teacher.
4. Child accepts explanation of waiting for help for a short period, ("I will help you after I help Tommy.")
5. Child can postpone need for help from teacher while another child receives help in a non-crisis situation.

DATE OF BEGINNING

COMPLETING TASK

105

CODE	SOCIAL-EMOTIONAL: INDEPENDENCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD ACCEPTS NEW SITUATIONS FOR LEARNING

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child goes into new situation after full explanation and reassurance.								
2. Child expresses specific fears of new situation and acts after full explanation and reassurance.								
3. Child goes into new situation after full explanation without reassurance.								
4. Child expresses similarities to other situations and goes into new situation after general explanation.								
5. Child goes into new situation after general explanation.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE SOCIAL-EMOTIONAL: INDEPENDENCE

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD ASKS FOR SPECIFIC HELP IN LEARNING

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child expresses non-verbal frustration (crying, not doing task, leaving task).

2. a) Child accepts help in completing task after non-verbal frustration.
   b) Child verbally expresses frustration and accepts help in finishing task.

3. Child verbally expresses frustration and asks for help in finishing task.

4. Child verbally expresses specific inability and asks for help in finishing task.

DATE OF BEGINNING

COMPLETING TASK

CODE	SOCIAL-EMOTIONAL: INDEPENDENCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD IS ABLE TO START GROUP ACTIVITY
AFTER 1-1 INSTRUCTION

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child does not initiate classroom activities or ask questions about how to begin an activity.
2. Child imitates peers' activities without questioning classroom activities.
3. When given self-starting activity, (i.e. puzzle) child asks teacher for 1-1 directions.
4. When given self-starting activity, (i.e. puzzle) child begins on his own, although he may require help in the process of the activity.
5. Child asks for self-starting activity and is then able to begin on his own.
6. Child asks teacher for 1-1 instructions on non-self-starting activity (after group instruction is given).

(If child does not attend to group instructions, check child on other attending tasks)

DATE OF BEGINNING

COMPLETING TASK

CODE	SOCIAL-EMOTIONAL: INDEPENDENCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD FOCUSES ON HIS OWN ACTIVITY IN THE CLASSROOM

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child uses materials alone to task completion in an area set up for one activity.								
2. Child performs step #1 with peers.								
3. Child uses materials alone for one activity in an area set up for more than one activity.								
4. Child performs step #3 with peers.								
DATE OF BEGINNING								
COMPLETING TASK								

110

CODE	SOCIAL-EMOTIONAL: INDEPENDENCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD MOVES FROM EGOCENTRISM TO IDENTIFICATION WITH OTHERS

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child is able to parallel-play with materials and share materials.								
2. Child expresses recognition that another person may have the same feelings as he.								
3. Child labels-expresses feelings in others (he's sad, angry).								
4. Child labels-expresses feelings in others that are similar to his own.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	SOCIAL-EMOTIONAL : INDEPENDENCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD WORKS-PLAYS WITH OTHER CHILDREN AND ALONE

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child plays with materials by himself only (with satisfaction).								
2. Child plays-works side by side with another child with the same materials.								
3. Child interacts with another child through materials.								
4. Child interacts with another child without materials (conversations, fantasy play, games).								
5. Child appropriately chooses to interact or work-play alone.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE	SOCIAL-EMOTIONAL: INDEPENDENCE	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD'S PLAY IS PREDOMINANTLY ASSOCIATIVE - CHILD PARTICIPATES ACTIVELY IN LARGE GROUP ACTIVITIES AND ASSUMES LEADERSHIP ROLE

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child's play is mostly individual, if apparent at all.
2. Child's play is predominantly parallel.
3. Child's play is now predominantly associative.
4. Child's play is predominantly associative; child participates in large group activities.

DATE OF BEGINNING								
COMPLETING TASK								

CODE SOCIAL-EMOTIONAL: ATTENDING

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD CAN APPROPRIATELY DISTINGUISH BETWEEN FANTASY AND REALITY

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child can verbally express difference between fantasy and reality after adult explains it conversationally.
2. Child can verbally express difference between fantasy and reality in conversation, when asked to do so.
3. Child can engage in fantasy play and express difference from reality after adult explanation or questioning.
4. Child can engage in fantasy play and express difference from reality, when asked to do so.

(Subject matter must be appropriate to age level at start, "not Santa Claus")

DATE OF BEGINNING

COMPLETING TASK

CODE	School	
SOCIAL-EMOTIONAL: SELF-AWARENESS	Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD RECOGNIZES HIS NAME WHEN CALLED
AND CAN IDENTIFY HIMSELF IN MIRRORS AND PICTURES

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

1. Child looks at teacher when she says, "Good morning, Steve."
2. Child responds to his name when called in a group activity.
3. Child can point to his image in a mirror when another person is also reflected.
4. Child knows himself in a group picture.

DATE OF BEGINNING								
COMPLETING TASK								

CODE SOCIAL-EMOTIONAL: SELF-AWARENESS

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD EXPRESSES FEELINGS RATHER THAN ACTING ON THEM

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

* 1. Child can describe situation in which he expressed strong feeling and action.

2. Child is able to label-express appropriate feeling after situation and action.

3. Child is able to label-express feeling while in situation and action.

4. Child is able to label-express feeling in situation rather than acting on feeling.

* If child is unable to perform step #1, see SOCIAL-EMOTIONAL TASK: Child Relates to Adults as Helping Figures.

DATE OF BEGINNING

COMPLETING TASK

115

CODE	SOCIAL-EMOTIONAL: SELF-EVALUATION	School	
		Teacher	Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD EVALUATES SELF POSITIVELY AND REALISTICALLY

TASK LEVELS	STUDENTS' NAMES ▷							
(Mark an "X" in the appropriate column as level is attained.)								
1. Child expresses his feelings appropriately when told he has done something right or wrong.								
2. Child is able to move to a new activity or situation after praise or criticism.								
3. Child is able to express self-praise appropriately.								
4. Child is able to express self-criticism appropriately								
5. Child is able to agree or disagree with another person's evaluation.								
DATE OF BEGINNING								
COMPLETING TASK								

CODE SOCIAL-EMOTIONAL: TASK EVALUATION

School

Teacher | Grade

PROJECT MECCA. TITLE VI. G. P. L. 91-230 1974

TASK ANALYSIS FORM

FOR DUPLICATION

Refer to instructions for the use of this form in PROJECT MECCA: A LEARNING ADVENTURE MANUAL

TASK DESCRIPTION

CHILD KNOWS WHEN TASK IS COMPLETED AND SELF-EVALUATED

TASK LEVELS

STUDENTS' NAMES

(Mark an "X" in the appropriate column as level is attained.)

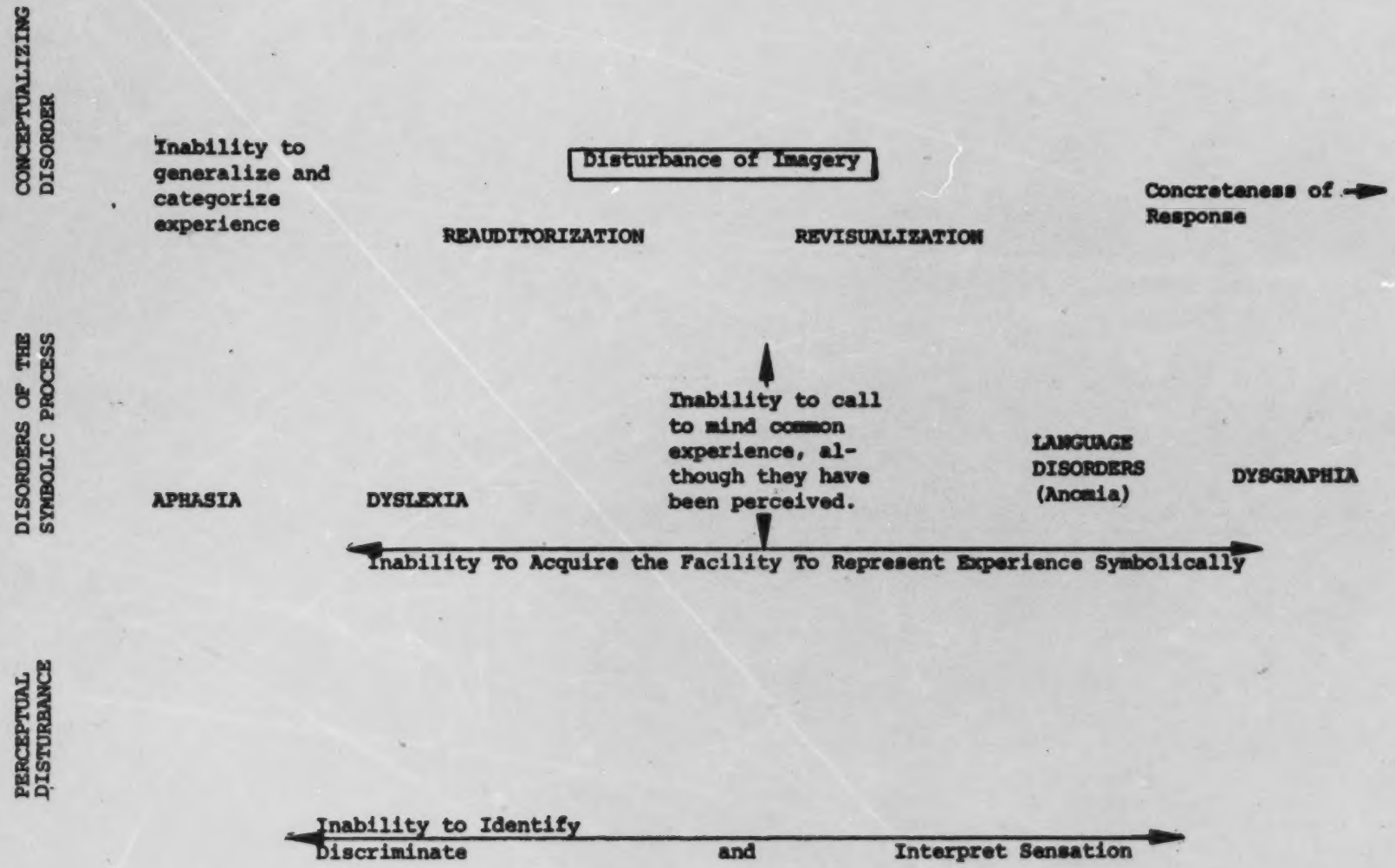
1. Child asks teacher to do task for him.
2. Child asks for end-point teacher evaluation at each step of task.
3. Child asks for teacher evaluation at end-point of task, (no self-evaluation).
4. Child self-evaluates task and end-point, (he may also ask for teacher evaluation).

DATE OF BEGINNING

COMPLETING TASK

Problems Adversely Affecting Learning

The following page is designed to be used as an overlay for the Mid Year and End of Year Profiles. A transparency should be made of the overlay so it may be placed over either of the profiles. When used in this way, the overlay becomes a teaching and explanatory aid for the profile in general or an individual child's profile.


CONCEPTUALIZING DISORDER
Inability to generalize and categorize experience
Disturbance of Imagery
Concreteness of Response
REAUDITORIZATION
REVISUALIZATION
DISORDERS OF THE SYMBOLIC PROCESS
Inability to call to mind common experience, although they have been perceived.
LANGUAGE DISORDERS (Anomia)
APHASIA
DYSLEXIA
DYSGRAPHIA
Inability To Acquire the Facility To Represent Experience Symbolically
PERCEPTUAL DISTURBANCE
Inability to Identify
Discriminate
and
Interpret Sensation

CONCEPTUAL APPLICATION PERCEPTUAL

RECEPTION		MEMORY		EXPRESSION	
LISTENING	VISION	AUDITORY-VOCAL	VISUAL MOTOR	LANGUAGE	MOTOR
Follows directions of 2 components.	Sorts by color and shape. Forms sets to 5.	Classifies sounds: -people -nature -mechanical -school -rhythm band.	Orders objects, small to large.	Tells story from own drawing. Knows all color names. Observe: sentences are natural, fluent, connected by "and".	Body intention.
Sounds: matches by rhyming words.	Matches numbers and letters that are grossly dissimilar.	Sings some songs. Says "Pledge" partially. Rote 1-5.	Art Work: gross representation and organization.	Knows letter names that occur in child's first name.	Prints name. Forms shapes to triangle accurately.
Labels environmental sounds. Locates sound source.	Reproduces a visual pattern, discriminating for size, shape, color and spatial clues.	Claps out simple rhythm pattern (2-1-2).	Remembers 3 relevant components.	Uses intelligible speech sounds except for r, l, s, z blends.	Correct grasp for: -coloring -cutting -tracing. Draws body parts. Balances on alternate feet on stairs and straight line.

MID-YEAR PROFILE

CHILD DO TEACHER _____

CONCEPTUAL APPLICATION PERCEPTUAL

LISTENING	VISION	AUDITORY-VOCAL	VISUAL MOTOR	LANGUAGE	MOTOR
Follows directions: -3 items -2 items -1 item.	Classifies by function.	Are logical associations made on language level as tasks are done?	Arranges pictures in story sequence.	Uses descriptive language. Language: complex and compound sentences (5 words).	Body concepts of: -space -left/right -beginning, middle, end.
Sound blends. Associates sounds with letters.	Recognizes and matches abc's. Recognizes and matches 1-10.	Recalls poems. Retells a story for sequence and detail. Rote 1-10; abc's.	Art Task: -represents thoughts and past events pictorially.	Names letters in isolation (20 out of 26).	Grasps and manipulates writing tool and paper. Copy-writes.
Locates sound source. Matches sounds: speech and environmental.	Discriminates: -fine details -letter order -letter orientation.	AWARENESS LEVEL-MODEL PRESENT Coding 3-syllable words.	Visual Memory: -3 items.	Uses intelligible speech sounds except for r, l, s, z blends.	Balance hopping. Copies shapes (eye-hand coordination).

YEAR-END PROFILE

CHILD _____ DOB _____ TEACHER _____

121

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: BODY AWARENESS Child can identify body parts, locate them and know their use.	Discuss Ditto: put face in place first and then place appropriate parts. Child looks at self in mirror while placing the parts and labelling them. Discuss: functions of the parts of the body; tasting, smelling, seeing, listening, feeling. Encourage complete sentences.
TUESDAY	CODE: AUDITORY DIRECTION ONE COMPONENT AUDITORY DISCRIMINATION Child demonstrates concept of same and different in environmental sounds. Assign child a sound.	Child closes eyes and listens to a series of common sounds, raising hand when "her" sound is heard: 1. Crumple paper in hand (jingle keys, tap pencil on table 3x). 2. Drop penny on floor (book, keys). 3. Jingle keys (crumple paper, snap fingers). Materials: paper, keys, pencils, hardback book. Who needs more work here?
WEDNESDAY	CODE: BODY AWARENESS V-M-I Child will be able to recall at least 5 gross body parts and reproduce them.	Draw-A-Friend: Choose partners. Observe very carefully and draw picture of friend (correct colors for eyes, hair, clothes). Collect drawings and have children try to guess child depicted in drawing. Give children body and geometric shapes to use. Bring up the idea of body planes, (front, back, sides, top).
THURSDAY	CODE: AUDITORY ASSOCIATION OF ENVIRONMENTAL SOUNDS Child can identify and associate sounds and their source in the environment.	Sounds Around Walk, (individually), then: Use record or tape of Environmental Sounds/Peabody Kit Record #8 - Side A. Be certain to start by explaining <u>how</u> to listen.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL DISCRIMINATION FOR EXTERNAL DETAIL	Nesting Blocks. Tracking Form Boards. Stringing Beads with Prescribed Cards and/or Identical Materials. Discuss shapes with children. Stress left to right order. Children choose partners and make up patterns.
TUESDAY	CODE: AUDITORY ASSOCIATION OF ENVIRONMENTAL SOUNDS	Peabody Kit Record of Animal Sounds. Children identify and imitate sounds as in "Animals under Carpet" game. Then, each child selects two cards. Going around in a circle, each child emits two sounds. Ask other children to repeat only the <u>first</u> sound.
WEDNESDAY	CODE: TACTILE AWARENESS (CONCEPTUAL)	Blindfold child. Give him an object (coat hanger) and ask for a description of the specific object. Items: coat hanger, toothbrush. Shape: banana (fruits), sponge. Foods: peanut butter, honey, salt, sugar. Textures: rough, smooth, furry
THURSDAY	CODE: VISUAL-VOCAL ASSOCIATION AND EXPRESSION ON A COGNITIVE LEVEL	Telling a Story from a Picture. Show children 4-5 different pictures of faces expressing: happiness, sadness, fear, anger, shyness, excitement. Child looks at picture, describes expression depicted and explains: why?/what has happened?/how they would act towards this person/why? "Suppose" situation: "Suppose you saw a boy whose dime just rolled down the drain; how do you think he feels?/why?"

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL FIGURE-GROUND NUMERALS 1 - 3 VISUAL-MOTOR-INTEGRATION WRITING NUMERALS 1 - 4 CORRECTLY	Find hidden numbers in pictures and trace over them.
TUESDAY	CODE: VISUAL MEMORY	Using different fruits, children discuss names of fruits and their favorites. Use this structure: "This is a/an _____." "These are _____(s)." Use puppet for teacher's voice. Select two fruits; child closes eyes; one fruit is placed in a bag. "Tell me the one that is missing." Structure: "The ____ is missing." Go on to use three and four fruits.
WEDNESDAY	CODE: VISUAL DISCRIMINATION FOR COLOR AND MATCHING BY COLOR	Sorting Activity. Materials: Peabody Kit Color Chips
THURSDAY	CODE: AUDITORY ATTENDING	Read animal poem to children. "We've talked a lot about animals and what they do - what can we do?" Sentence Building. I clap with my hands (clap). I jump with my legs (jump). I reach with my arms (reach up). I walk with my feet (walk). I feel with my hands (stretch fingers). I turn my head (turn head). Play "Simon Sez" game.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL ANALYSIS AND SYNTHESIS	Draw pictures of stirring sticks in particular patterns. Children are to reproduce exact patterns on plain white paper using stirring sticks. If reproduction is incorrect, color one stick on teacher's picture as a starting point and color one stick green for the child as a guide.
TUESDAY	CODE: AUDITORY ATTENDING AUDITORY MOTOR-MATCH	Use xylophone and links of colored chips in Peabody Kit, p.16.
WEDNESDAY	CODE: VISUAL ANALYSIS AND SYNTHESIS	Use geoboards - same design. Friday: help individual children with this activity.
THURSDAY	CODE: AUDITORY ASSOCIATION OF ENVIRONMENTAL SOUNDS	Use Animal Cards and "Is-Are" Song; Peabody Kit, Record 5-B, p.19.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL-MOTOR-INTEGRATION	Using geoboard designs, ask children to draw the lines. Color in starting dots and do first ones together.
TUESDAY	CODE: BODY AWARENESS VISUAL MEMORY	Peabody Kit Manikin. Looking Time and Critical Thinking, p.20.
WEDNESDAY	CODE: VISUAL DISCRIMINATION FOR EXTERNAL AND INTERNAL DESIGN FIGURE-GROUND	On large form board (or individual boards), child uses pre-cut shapes and makes exact duplications.
THURSDAY	CODE: AUDITORY ATTENDING RECOGNITION OF BASIC SHAPES	Peabody Kit - "The Three Shapes" story, p.22; Brainstorming Activity, p.23.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL DISCRIMINATION FOR EXTERNAL/INTERNAL DESIGN	Children match from design patterns. Do all children realize that a large O is the same shape as a small o?
TUESDAY	CODE: AUDITORY SEQUENCE & SPAN SOUND PATTERNS	Peabody Kit - Xylophone, Part B, p.23.
WEDNESDAY	CODE: VISUAL MEMORY	Children choose partners and play "concentration" using geometric shaped cards.
THURSDAY	CODE: AUDITORY ASSOCIATION OF ENVIRONMENTAL SOUNDS	Animal Cards and "Is-Are" Song Peabody Kit, Record 5-B, p.19.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL MEMORY	Children are seated facing you and are shown objects of four different shapes. Child looks at objects carefully and tries to remember their order. The items are then covered with cloth or cardboard and child names objects in correct order from left to right. Change order and continue activity. Child may perform this activity with a partner, using a screen and 10-15 small objects.
TUESDAY	CODE: AUDITORY MEMORY RETELLING A STORY - aware of sequence - aware of characters - improve auditory memory	Short Halloween Story: "The Witch Next Door". Read story first; tell child what to listen for. Ask: "What was the story about?" "How do we know the neighbor was a witch?" Discuss children's questions.
WEDNESDAY	CODE: VISUAL DISCRIMINATION CONCEPTUAL Child is able to sort objects, pictures and symbols into groups by color, shape and function.	Categorize different objects under various headings, such as animals, eatables, people, vehicles, birds, clothing and shapes. Children decide on what to collect and one child is chosen to be "collector". Encourage help and discussion from the other children. When all items are "collected", return objects to a central pile and another child starts his "collection".
THURSDAY	CODE: TACTILE AWARENESS	Read Halloween Story (following page).

HALLOWEEN STORY
"Mystery Monster"

Concept: Sometimes Touching Helps Us Pretend

This is a small group activity and, to be successful, must be carried out in a darkened room. You will need a peeled grape, a ham bone, strands of cooked spaghetti, a head of cabbage and a slice of raw liver. Each of these items should be placed in a plastic bag. Seat children in a circle, eyes closed and allow them to feel the contents of the bag and pass it along.

STORY:

One day, while walking in the woods near his uncle's farm, Steven came across the opening of a dark, damp cave. It was just big enough for him to crawl into. So, of course, he decided to explore. Getting down on his hands and knees, he began to crawl into the cave. It was very dark inside and he had to feel his way. Suddenly his hand touched something hard and round. (PASS BAG WITH CABBAGE HEAD) What could it be..? Funny, but it felt like a head. "Silly of me," he thought, and moved his hand over the hard surface until he felt something small and slimy. (PASS PEELED GRAPE) "Goodness, that feels like an eyeball!" he whispered to himself. With trembling fingers he let his hands continue further. Something very smooth and hard was there just below the head. (PASS HAM BONE) "A neckbone," he gasped. Now he was really scared and he thought about escaping, but his curiosity was too great. He reached further into the cave until his hand fell upon something cold and sticky. (PASS SPAGHETTI) "Brains!", he cried and pulled his

hand back in alarm. Just as he did this, his fingers brushed something slippery and squishy. (PASS THE LIVER) That did it. Steven began crawling backwards as fast as he could. Just then a light appeared at the opening of the cave.

Steven's uncle had come looking for him with a flashlight. What a relief! As the light shone into the cave, what do you suppose Steven saw? (PAUSE FOR GUESSING) No, it wasn't a monster as he had feared. There was a head of cabbage, a peeled grape, a ham bone, some cold spaghetti and a piece of raw liver.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: SORTING BY COLOR	Using Sorting Box with Color Plates: Children sort shapes, words, etc. by color. Then go to two components and ask children to sort by color and shape.
TUESDAY	CODE: AUDITORY ASSOCIATION: ENVIRONMENTAL SOUNDS	Associate Sound with Pictures: Teacher lines up picture cards from Peabody Kit (trains, toys, people). Teacher makes sound and child picks up appropriate picture. Teacher makes two sounds and asks child which is first/last. Teacher gives child two pictures and asks child to sequence sounds left to right. Teacher moves to three sounds, if interest is there.
WEDNESDAY	CODE: AUDITORY ASSOCIATION: LOCATION OF SOUND SOURCE	Ask child to discuss where s/he would be to hear these sounds: pans banging ? crickets chirping ? refrigerator humming ? organ playing ? marching steps ? loud buzzing ? horn blowing ? phone ringing ?
THURSDAY	CODE: SOUND PATTERNS SEQUENCE	Teacher makes these sounds: clapping hands. blowing whistle. crumpling paper. Child turns away from teacher and duplicates sounds in correct sequence. This activity may be done with instruments or cards and the holder.

133

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: COGNITIVE ASSOCIATION VISUAL-VOCAL ASSOCIATION	Tell a Story from a Picture: Starting point might be a short Thanksgiving Day poem or Indian poem. Child draws a picture and tells the story of his picture. Copy-write, if appropriate, or sequence a story about a turkey: 1. on the farm. 2. sold to market. 3. "Mom" buys turkey. 4. "Mom" cooks turkey. 5. We eat the turkey.
TUESDAY	CODE: AUDITORY MEMORY SEQUENCE & SPAN	Game: "I-Went-To-School-And-I-Saw ....." "I-Watched-TV-And-I-Saw ....."
WEDNESDAY	CODE: CLASSIFYING BY RELATIONSHIP	Game: Board game of farm, circus, city, etc. or "To Market, To Market" with pictures, or "Hole" pictures or costumes from classroom (nurse, fireman, etc.). Child wears outfit and then answers yes/no questions from other children and teacher about what s/he does.
THURSDAY	CODE: AUDITORY ASSOCIATION (VERBAL-VOCAL)	"Tell me all the things you think of when I say boy, house, car, toy, vacation, Thanksgiving." Try to elicit full sentences. "Tell me all the things that belong in a department store, supermarket, church, house." Use tape recorder and play back tape for the child and count together.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: RELATING AN EXPERIENCE (THANKSGIVING)	Child uses tape recorder to play back and listen to his story.
TUESDAY	CODE: DYNAMIC BALANCE MEASUREMENT	"Count how many steps it takes you to walk the carpet (the table, the closet, a piece of paper, a pencil).
WEDNESDAY	CODE: FINE MOTOR	Materials: Tracing Paper Number Cards Letter Cards Templates Screen and Crayons Chalkboard
THURSDAY	CODE: CLASSIFYING BY FUNCTION	Walk to gymnasium, around the classroom, etc. to collect various objects. Place objects on a table (eraser, hanger, pencils). What goes with these objects? What do they all have in common?

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: AUDITORY MEMORY AUDITORY MOTOR-MATCH	Perceptual Skills Curriculum II, p.98, Hoppy Kangaroo: With masking tape, form three boxes on the floor into which children hop. First demonstrate idea on chalkboard and then play the game. Afterwards, give out picture of Hoppy to color. Phrase Ideas, p.99. (Holiday Words)
TUESDAY	CODE: VISUAL-VOCAL ASSOCIATION (PICTURE-STORY TELLING)	Peabody Kit - Animal Cards: Teacher describes and children guess. Then children describe and guess with each other. Ex: "The animal is small, it is a baby animal, its mother is a hen, its father a rooster, it pecks on the ground to get food." Do <u>not</u> let children make the sound of the animal.
WEDNESDAY	CODE: AUDITORY MOTOR-MATCH AUDITORY-VISUAL ASSOCIATION CODING	Review Hoppy Kangaroo, but now it will be different. Instead of jumping, dashes will be drawn. "I am going to say a word and draw a dash at the same time. Look, I see you: - - -. Now, you do it." Phrase Ideas: Perceptual Skills, p.99. (Holiday Words)
THURSDAY	CODE: VISUAL DISCRIMINATION	Peabody Kit - Animal Cards, but use closure plates: "Let's see how well your eyes are working today." "How fast can you tell what animal I have covered?"

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: AUDITORY ASSOCIATION (CODING)	Teacher draws sets of dashes on chalkboard and asks, "Which set of dashes stands for: menorah ?" open gifts ?" Hanukkah ?" Santa's coming ?" Christmas tree ?" my gifts are made ?" Children will choose correct set of dashes.
TUESDAY	CODE: RELATING IDEAS (An Experience)	List feelings and ideas of children which describe the holidays. Ask, "What do you think of?" "How do you feel?" Once the list is established, ask children to act out: opening a package. trimming the tree. rolling/cutting cookies. visiting Santa. lighting menorah candles.
WEDNESDAY	CODE: AUDITORY ASSOCIATION (CODING) AUDITORY-VISUAL (PHONEME-GRAPHEME ASSOCIATION TASK)	Teacher repeats Monday's activity but now indicates that three dashes (drawn on board) stands for "tree with lights". Teacher points out that first dash means "tree", second dash "with", third dash "lights". If child understands, teacher asks which dash says "tree", "with", or "lights". If child understands this, teacher goes on to another phrase.
THURSDAY	CODE: AUDITORY ASSOCIATION (CODING) FOLLOWING DIRECTIONS	Using holiday sheets, ask children to mark sheets to indicate understanding of a spoken direction. Example! "Put a line below the wreath." "Place five balls on the tree." "Place one candle in the menorah."

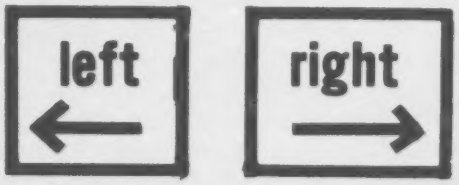
ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: AUDITORY MEMORY	Sing "Alphabet" Song (Lippincott version). Use Buzzer Board Kit (D.L.M.) Select four simple pattern cards and allow children to view them as you buzz out each pattern. Ask children to guess which pattern you buzzed.
TUESDAY	CODE: BODY AWARENESS OF POSITION: ABOVE/BELOW	Sing "Alphabet" Song. Follow Body Awareness task sequence as your activity. Can s/he place objects? Can s/he relate to lines on paper?
WEDNESDAY	CODE: AUDITORY MEMORY Child's Position Relating to Placements on Paper	Sing "Alphabet" Song. Use four colored blocks and indicate their placement by (a), (b), (c), and (d). Touching each block, teacher says: "Please pick up (a)." "Place (b) first in line." "Hold (d) above your head." "Place (c) at the top of your paper."
THURSDAY	CODE: BODY AWARENESS	Sing "Alphabet" Song. Continue to work with Body Awareness tasks.

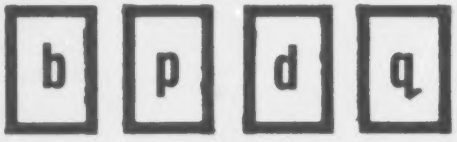
ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: AUDITORY: CODING	Sing "Alphabet" Song and point to the letters. Perceptual Skills Curriculum II, p.110, "Suzy Squirrel" Story. Read story and do the activity which follows it.
TUESDAY	CODE: FINE MOTOR: NAME WRITING	Sing "Alphabet" Song and point to the letters. Work with templates on screens to form circles and lines. Play game: drop clothespins into a bucket (each child dropping 10 pins). Children return to screens and draw capital letter 'I' (straight line) and lower case letter 'i', reminding them that, as the pins fell, so does the pencil forming the letter.
WEDNESDAY	CODE: AUDITORY: SOUND MATCHING	Sing "Alphabet" Song and point to the letters. Assign a letter of the alphabet to each child. This is their "signal". When they hear it, ask them to stand. Actually give the child a visual symbol to hold and see.
THURSDAY	CODE: FINE MOTOR: NAME WRITING	Sing "Alphabet" Song and point to the letters. Using fine motor cards, a - g, child will recognize them the first time around. The second time around, child will recognize letters and form them in a sand or salt tray. Child should look for the formation of circles and lines in the letters.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: AUDITORY MEMORY AUDITORY SEQUENCING	Sing "Alphabet" Song and point to the letters. Perceptual Schools Curriculum II, p.114, "Ollie Owl" Story. Play "Find the Missing Word" game. If children do not understand the game, use colored blocks and review lesson on p.115.
TUESDAY	CODE: CONCEPTUAL: SPATIAL CONCEPTS LEFT/RIGHT PATTERNS  	Construct obstacle course in classroom using chairs, ropes, sticks or boxes. Place traffic signs: Place tape on child's right wrist. Child carries a ball in his right hand and bounces ball with his right hand. Child hops on his right foot and crawls to the right of the chair.
WEDNESDAY	CODE: AUDITORY MEMORY VISUAL MEMORY	Use Peabody Picture Cards (one syllable words). Teacher says picture names out loud. When children cover their eyes, teacher removes one card and asks, "Which one is missing?" Vary the game by adding a card and asking, "Which card was added?"
THURSDAY	CODE: AUDITORY MEMORY	Sing "Alphabet" Song and point to the letters. Give a sequence phrase from the "Alphabet" song, but omit certain letters and ask children to fill in the missing letters.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: CONCEPTUAL: SPATIAL CONCEPTS LEFT/RIGHT 	Construct obstacle course as in earlier activity but traffic signs will change to: Commands will change: "Move fast/slow; walk/run/crawl/etc." Children are directed into course from different directions learning that 'left' is the same from wherever you start.
TUESDAY	CODE: AUDITORY: BEGINNING SOUNDS	Perceptual Schools Curriculum II, p.138; "Suzy Squirrel" Story. Using word list on pp.143-4, teacher asks, "Do you hear 'cup' in cupcake?"
WEDNESDAY	CODE: CONCEPTUAL: SPATIAL CONCEPTS (SYMBOLS)  	Play "Simon Sez" Game. Use cards: Indicating a card, teacher says, "Simon Sez, jump two times this way." Looking at card, children will jump to the right or left. Traffic sign pictures can now be colored by the children; red to the right, black to the left.
THURSDAY	CODE: AUDITORY: BEGINNING SOUNDS AUDITORY MEMORY (SHORT TERM)	Perceptual Skills Curriculum II, p.147, "Ollie Owl" Story; Word List on p.150. Example: "Cowbell." "Now say, 'cow'." "Which part didn't we say?" "We didn't say 'bell'."

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: SPATIAL AWARENESS (Paper and Pencil Level)	Children cut up colored tissue into shapes, symbols, letters or numbers and paste them on a white sheet of paper to form balloons held by a clown or flowers growing on a tree. Teacher asks children to find specific circles. "Find the large, yellow circle on the upper, left-hand side of the tree."
TUESDAY	CODE: AUDITORY MEMORY	Perceptual Skills Curriculum II, p.160. Review and expand activity. Child is to learn to omit either the first or last syllable. Begin by drawing dashes for each syllable part and eventually drop the dashes. Example: Teacher says, "Rain-bow." Then, "Rain ___; just say what's left." Teacher says, "Good night." Then, "____ night."
WEDNESDAY	CODE: SPATIAL AWARENESS LEFT TO RIGHT	Use a large wall chart indicating various geometric shapes of different sizes, many colors and in varied relationships to one another. Children play "I-Spy" game wherein questions can only be answered by "yes" or "no". Example: "Is it the circle at the left of the top square?" "Is it the square on the bottom, right side?"
THURSDAY	CODE: AUDITORY CODING and/or AUDITORY MOTOR MATCH	Perceptual Skills Curriculum II, p.161-163; "Woody Woodpecker" Story and Poem. Children learn to clap out the syllables in each word of the poem.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: TRACKING PROGRESSION CATEGORIZING BY RELATIONSHIP	Start with a screen having a red and green dot spaced apart. Ask children to scribble-write on the screen from left to right between the two dots. Read lower case letters from left to right having an arrow drawn under the letters indicating direction. Using a pocket chart and Peabody Picture Cards, place model picture in upper left corner. Children read from left to right to find similar pictures from remaining group.
TUESDAY	CODE: AUDITORY CODING and/or AUDITORY MEMORY/RHYMING and/or AUDITORY MOTOR MATCH	Read a familiar poem. Be certain children know all the words. Read poem again emphasizing rhyming words. Code poem and clap it out line by line.
WEDNESDAY	CODE: VISUAL MEMORY	Place several small objects under a box. Lift the box and allow children to look at the objects for two seconds. Then cover the objects. Ask children to name all the items they can remember. Change items if the task proves too easy. Vary task by removing one object from the group of objects.
THURSDAY	CODE: AUDITORY MEMORY and/or AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Perceptual Skills Curriculum II, p.169; "Hoppy Kangaroo" Story; p.170; 3 Syllable Separation.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL PERCEPTION MATCHING LETTERS AND NUMBERS 	Each child writes their name. Teacher holds up a letter card and asks, "Who has a tall letter like this?" -or- "Who has a letter that hangs down?" Children outline their names in order to see them as visual wholes, in this manner:
TUESDAY	CODE: AUDITORY MEMORY AUDITORY DISCRIMINATION AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Perceptual Skills Curriculum II, p.177, "Suzy Squirrel" Story; p.179, Word List. Teacher asks, "Do you hear 'su' in superman?"
WEDNESDAY	CODE: VISUAL DISCRIMINATION INTERNAL/EXTERNAL DETAILS	Teacher makes up individual cards with lower case letter on each card, and points out the details of the letters (parts that go up/down; round parts; straight lines; tall letters). Children group lower case letters on the basis of configuration. Example: l, i, t, x - all lines. e, o, c, u - round parts. y, p, q, j - parts that hang down.
THURSDAY	CODE: AUDITORY MEMORY	Perceptual Skills Curriculum II, p.185, "Ollie Owl" Story; p.187, Word List (3 Syllable Words).

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL PERCEPTION MATCHING LETTERS AND NUMBERS ORIENTATION	Use large abc/picture board and matching dittoes with letters, a - f, (one letter to each square on ditto). Children choose one letter and find its match on the board. They color the letter-picture the same as the board model and write their own lower case letter beside it. Thus, they begin to make their own "abc Book" using one letter per page and adding two letters per day.
TUESDAY	CODE: AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Perceptual Skills Curriculum II, p.201, "Suzy Squirrel" Story. Using letter card 'm', teacher says, "M-m-m." Teacher asks, "Which of these words (man or fan) begins with 'm-m-m'?" Follow word list exactly and have the lower case symbols available. Just work with one letter, (m).
WEDNESDAY	CODE: VISUAL ANALYSIS AND SYNTHESIS (Lower Case Formation of Letters)	Continue "abc Books": - one letter per page. - two letters per day. - match, paste, color. - write lower case letter, correctly formed.
THURSDAY	CODE: AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Perceptual Skills Curriculum II, p.203, Word List. Introduce 'f' and 't' sounds using word list and review 'm' sound. Use small hand mirror, if necessary, and encourage children to think of how their mouths feel when they make the sound.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL SYNTHESIS AND ANALYSIS	Continue working in "abc Books", adding letters, g - l. Teacher checks the formation of the lower case letters.
TUESDAY	CODE: AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Perceptual Skills Curriculum II, p.207, Word List. Teacher: "Does apple begin with the 'm-m-m' sound? No, apple begins with the 'a' sound." Teacher draws out the beginning sound to help those children who cannot readily hear it. Encourage children to say the word and the sound to themselves and then answer out loud.
WEDNESDAY	CODE: VISUAL SYNTHESIS AND ANALYSIS	Continue working in "abc Books". Talk with children about: - how the letter locks. - which way it points. - why the picture goes with the letter, etc.
THURSDAY	CODE: AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Perceptual Skills Curriculum II, pp.202-203, Word Lists. Work only with children who do not hear the beginning sound in a word.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: GROSS MOTOR: WALKING BOARD	Continue working in "abc Books". Fix a target (picture) at child's eye level. Ask child to remove shoes. Child walks in various ways: Indian Walk - toe to heel touching. Butterfly Walk - spread arms and wave them up and down (as they do the Indian Walk). Child walks backwards doing either the Indian Walk or the Butterfly Walk.
TUESDAY	CODE: AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Sound Boards with Chips: Teacher and children name all pictures first. Teacher places a chip on the lower case symbol for the sound. Teacher says the sound for the children. Children place chip on appropriate picture. If children can perform this skill, they can work on it independent of the teacher.
WEDNESDAY	CODE: GROSS MOTOR: WALKING BOARD	Continue Monday's Walking Board activity using start and stop cues. Children Indian Walk forward until teacher says, "STOP". Then children walk backward. Children walk with Giant steps (large steps forward and backward).
THURSDAY	CODE: AUDITORY: RECOGNITION OF BEGINNING SOUNDS	Sound Boards with Chips activity.

147

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: GROSS MOTOR: WALKING BOARD	Once child is comfortable using a direct target, use a peripheral target. Place beam parallel to wall approximately 2' away from it. Place red or yellow circle, at child's eye level, on wall at the half-way point. Child walks the beam looking away from target until s/he thinks s/he is even with it and can touch it. Then s/he turns head to see target. The child is trying to achieve accuracy (internal estimation of space).
TUESDAY	CODE: VISUAL: DISCRIMINATION FOR EXTERNAL/INTERNAL DETAILS TRACKING PROGRESSION TASK	Assign each child a lower case letter for which s/he will look, and a laminated page on which this letter appears. Ask child to place an 'X' on this letter. Ask child to track, left to right, as s/he searches for the letter.
WEDNESDAY	CODE: GROSS MOTOR: WALKING BOARD	Repeat Monday's activity.
THURSDAY	CODE: VISUAL MEMORY	Show a lively, active picture (Childcraft). Ask children to look carefully for details and remove picture. Show picture again and ask children to evaluate - what did they miss? Introduce lower case letters; show two letters for two seconds and ask children to write them (me, it, etc.). If children are unable to remember the letters, return to the activity using pictures.

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	TASK	ACTIVITY
MONDAY	CODE: GROSS MOTOR: TOSS AND CATCH	See Task Sheet; follow for activity.
TUESDAY	CODE: VISUAL: MEMORY	See Task Sheet; follow for activity. Using geometric-shaped cards, sequence three designs and then remove from child's view. Ask child to place cards or draw the shapes reproducing the pattern.
WEDNESDAY	CODE: GROSS MOTOR: TOSS AND CATCH	See Task Sheet; follow for activity.
THURSDAY	CODE: AUDITORY: SOUND BLENDING	Use Peabody Kit Picture Cards. Child listens as teacher gives the individual sounds of a word, (d - u - ck). Teacher says, "Say it fast, 'duck'." Child responds, saying the word and selects the appropriate picture card.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

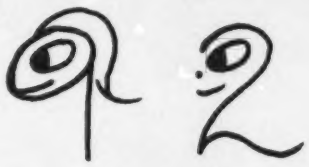
	TASK	ACTIVITY
MONDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	Pre-test children on lower case consonant associations.
TUESDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	Using D.L.M. Alphabet Motor Activities Book, teach one new sound each day.
WEDNESDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	Review Tuesday's activity. Ask children to draw something that begins with the sound. Teach a new sound using D.L.M. method.
THURSDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	Review all sounds of the week and teach a new sound.

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	For children who offer the letter name instead of the sound, do the activity: "My name is dog; my sound is bow-wow." Example: using the picture of a clock, horn, dog, the letter 'h', etc., teacher makes the matching sound clarifying the idea that many things, including letters, make sounds different from their names.
TUESDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	Using D.L.M. Alphabet Motor Activities Book, continue teaching sounds.
WEDNESDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	Continue Tuesday's activity.
THURSDAY	CODE: AUDITORY: LETTER-SOUND ASSOCIATION (Except Consonants J, Q, X, Y, Z)	Continue Tuesday's activity.

151

ACTIVITY TASK PLAN	PROJECT MECCA	WEEK OF TO

	TASK	ACTIVITY
MONDAY	CODE: VISUAL: MATCHING LETTERS AND NUMBERS ORIENTATION AND ORDER	For children who are experiencing number reversals: Using a pipe cleaner, fashion a hook; from plastic, cut out numbers. The hook can only catch numbers in the right direction. Then, child draws numbers so that they fit on the fish hook. After that, the fish hook on paper serves as a reminder to the child of the correct direction.
TUESDAY	CODE: VISUAL: MATCHING LETTERS AND NUMBERS ORIENTATION AND ORDER	Repeat Monday's activity.
WEDNESDAY	CODE: VISUAL: MATCHING LETTERS AND NUMBERS ORIENTATION AND ORDER	Ask child to draw faces on the numbers 2, 3, 7 and 9; all faces will be looking to the left. Example: 
THURSDAY	CODE: VISUAL: MATCHING LETTERS AND NUMBERS ORIENTATION AND ORDER	Repeat Wednesday's activity.

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